

Northern Education Initiative Plus

Annual Report

October 1, 2017 – September 30, 2018



DISCLAIMER

This document was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.

TABLE OF CONTENTS

1. PROGRAM OVERVIEW.....	6
ACRONYMS AND ABBREVIATIONS.....	7
1.1 Program Description.....	10
2. EXECUTIVE SUMMARY.....	12
3. Y2 WORK PLAN AND ACTIVITIES.....	19
3.1 Implementation Status.....	19
Intermediate Result 1. Government systems strengthened to increase the number of students enrolled in appropriate, relevant, approved educational options, especially girls and OOSC in target locations.....	19
<i>Sub IR 1.1</i> Increased number of educational options (formal, NFLC) meeting school quality and safety benchmarks.....	19
<i>Sub IR 1.2</i> Strengthened systematic approach to school management and supervision:.....	21
<i>Sub IR 1.3</i> Standardized NLFC model ensures education for vulnerable children and youth:.....	22
<i>Sub IR 1.4</i> Core curriculum is adopted in non-formal schools:.....	23
<i>Sub IR 1.5</i> Strengthen CSO capacity to mobilize PTAs, SBMCs, and communities around reading and access:.....	24
Intermediate Result 2. Government systems strengthened to improve reading outcomes for primary grade learners in target locations.....	28
<i>Sub IR 2.1</i> State and LGEA policies, timetables, and standards for reading instruction and performance improved and implemented:.....	29



Submission Date: October 31, 2018

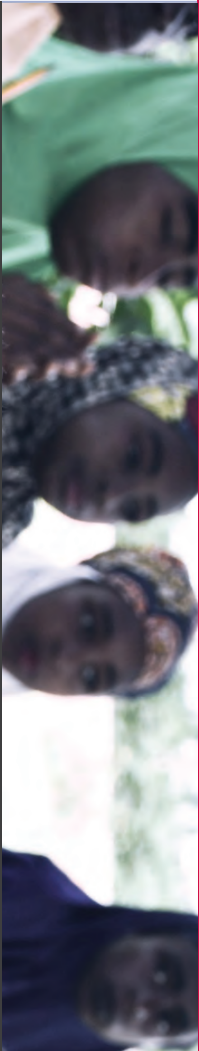
Contract Number: AID-620-C-15-00002

October 26, 2015 – October 25, 2020

COR: Olawale Samuel

Submitted by: Nurudeen Lawal, *Acting Chief of Party*
The Northern Education Initiative Plus
38 Mike Akhigbe Street, Jabi, Abuja, Nigeria

Email: nurudeenl@cnea-neiplus.com



Sub IR 2.3 State and LGEA systems for in-service training to teachers in public and NFLC classrooms in the use of the evidence-based reading materials improved and implemented..... 34

Sub IR 2.4 LGEA systems for monitoring/coaching in-service teachers in EGR instruction improved and implemented:..... 38

Sub IR 2.5 State and LGEA systems for EGR assessment improved and implemented:..... 39

Sub IR 2.6 State and LGEA systems for extending evidence-based reading instruction to nontraditional, non-formal school's improved and implemented..... 41

Sub IR 2.7 State and local government accountability to the public for reading instruction increased:..... 41

3.2 Implementation Challenges & Opportunities..... 41

4. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES..... 43

4.1 Gender Equality and Female Empowerment..... 43

4.2 Sustainability Mechanisms..... 43

4.3 Local Capacity Development..... 45

4.4 Stakeholder Participations and Involvement..... 45

5. MONITORING AND EVALUATION PLAN..... 47

6. PROJECT OPERATIONS AND MANAGEMENT..... 52

7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS..... 55

8. ANNUAL REPORT MATRIX..... 57

9. PERFORMANCE, MONITORING AND EVALUATION PLAN..... 88

9.1 PMP Update..... 88

9.2 PMP Targets and Actuals..... 89

10. ANNEXES..... 105

Annex A: Trainet Report..... 105

Annex B: Reports and studies submitted during reporting period..... 116

Annex C: Financial Report..... 119

I. PROGRAM OVERVIEW

Program Name	Northern Education Initiative Plus
Activity Start Date and End Date	October 26, 2015 – October 25, 2020
Name of Prime Implementing Partner	Creative Associates International
Contract Number	AID-620-C-15-00002
Name of Subcontractors	Education Development Center (EDC), Florida State University (FSU), Overseas Strategic Consulting (OSC) and Value Minds
Major Counterpart Organizations	FMOE, NERDC, NCCE, UBEC, NMEC, SMOE (Bauchi and Sokoto), SUBEB (Bauchi and Sokoto), SAME (Bauchi and Sokoto), LGEAs (Bauchi and Sokoto)
Geographic Coverage	Bauchi and Sokoto States
Reporting Period	Oct. 1, 2017 – September 30, 2018

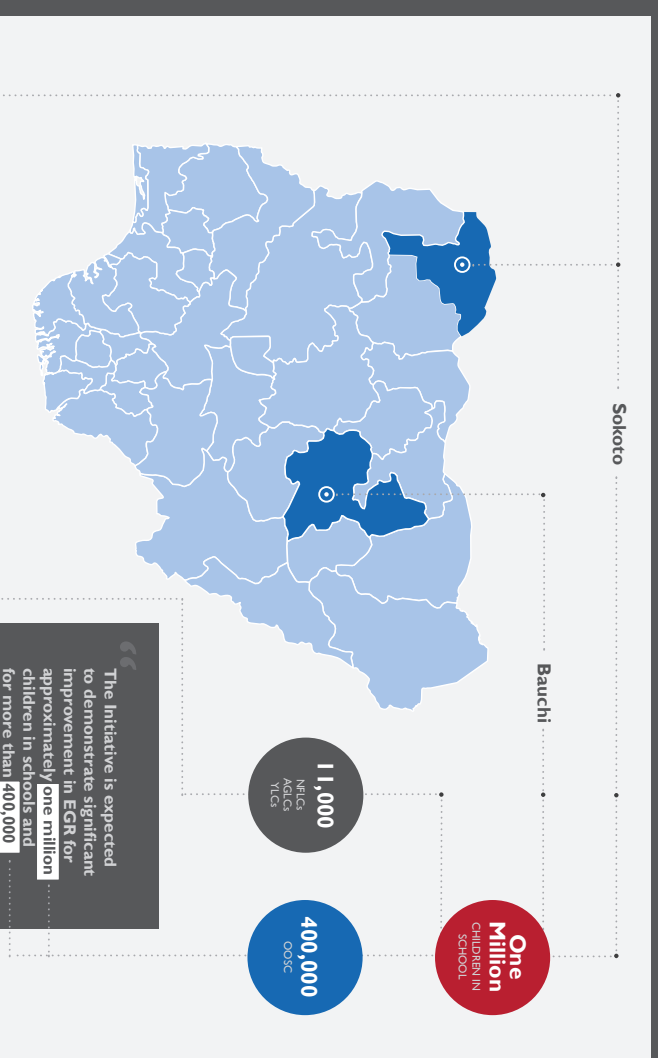
ACRONYMS AND ABBREVIATIONS

AC	Access Coordinator	DPRS	Department of Planning, Research and Statistics	GPE	Global Partnership for Education	LOI	Language of Instruction
AC	Area Coordinator			GPS	Global Positioning System	LPO	Lead Program Officer
AGLC	Adolescent Girls Learning Center	DQA	Data Quality Assurance	HR	Human Resources	LQAS	Lot Quality Assurance Sampling
AO	Area Organizers	ED	Executive Director	HT	Head Teacher	LWB	Library Without Borders
APO	Assistant Program Officer	EDC	Education Development Center	ICA	Institutional Capacity Assessment	M&E	Monitoring & Evaluation
ASC	Annual School Census	EFA	Education for All	ICT	Information and Communication Technology	MDA	Ministries, Departments and Agencies of Government
BESDA	Better Education Service Delivery for All	EGR	Early Grade Reading Assessment	ILLD	International Institute for Local Development		
CBMC	Center Based Management Committee	EMIS	Education Management Information Systems	ILA	International Literacy Association	MEAR	Monitoring, Evaluation, Assessments and Research
CC	Community Coalition	Eol	Expressions of Interest	IO	Information Officer	MEL	Monitoring, Evaluation and Learning
CIES	Comparative and International Education Society	ES	Education Secretary	IQE	Integrated Qur'anic Education	MF	Mentor Facilitator
CLC	Cluster Learning Circle	ESSPIN	Education Sector Support Programme in Nigeria	IVR	Intermediate Result	MoU	Memorandum of Understanding
COE	College of Education			LEMA	Local Education Monitoring Assessment	MT	Master Trainer
COP	Chief of Party	FGD	Focus Group Discussion			MTSS	Medium Term Sector Strategy
COR	Contracting Officer's Representative	FMOE	Federal Ministry of Education	LF	Learning Facilitator	NAEC	Nigeria's Annual Education Conference
CRC	Community Reading Center	FOMWAN	Federation of Muslim Women's Associations in Nigeria	LGA	Local Government Affairs	NCCE	National Commission for Colleges of Education
Creative	Creative Associates International			LGC	Local Government Council	NCE	National Council on Education
CSACEFA	Civil Society Action Coalition on Education for All	FSU	Florida State University	LGEA	Local Government Education Authority	NCE	Nigerian Certificate of Education
CSO	Civil Society Organization	FY	Financial Year	LiE	Literacy in Education	The Initiative	Northern Education Initiative Plus
DFID	Department for International Development	GALA	Group Administered Literacy Assessment				

NERDC	Nigerian Educational Research and Development Council	SACE	Strengthening Advocacy and Civic Engagement
NFLC	Non-Formal Learning Center	SAME	State Agency for Mass Education
NIPeP	Nigeria Partnership for Education Project	SBMC	School-Based Management Committees
NMEC	National Mass Education Commission	SEA	State Education Account
NRF	National Reading Framework	SHoA	State House of Assembly
OCA	Organizational Capacity Assessment	SMD	Social Mobilization Department
OOSC	Out of School Children	SMoBSE	State Ministry of Basic and Secondary Education
OSC	Overseas Strategic Consulting		
PLC	Professional Learning Community	SMoE	State Ministry of Education
PMEP	Performance Monitoring and Evaluation Plan	SMS	Short Message Service
PO	Program Officer	SPSC	School Performance Score Card
PRS	Performance Reporting System	SSO	School Support Officer
PSA	Public Service Announcement	STTA	State Technical Team Assistance
PY2	Project Year 2	SUBEB	State Universal Basic Education Board
PY3	Project Year 3	SWG	State Working Group
PY4	Project Year 4	TDP	Teacher Development Programme
QA	Quality Assurance	TE	Teacher Educators
RAN	Reading Association of Nigeria	TEI	Teacher Education Institution
RARA	Reading and Access Research Activity (RARA)	TLC	Teacher Learning Circle

TLM	Teaching and Learning Material	UBEC	Universal Basic Education Commission
ToR	Terms of Reference	UNICEF	United Nations Children's Fund
TOT	Trainer of Teachers	USAID	U.S. Agency for International Development
TPD	Teacher Professional Development	WB	World Bank
TRCN	Teachers' Registration Council of Nigeria	WG	Women Group
TWG	Technical Working Group	YLC	Youth Learning Center

Northern Education Initiative Plus Intervention



IMPLEMENTED BY

Creative Associates International
Education Development Center (EDC)
Florida State University (FSU)
Overseas Strategic Consulting (OSC)

Value Minds,
Civil Society Action Coalition on
Education for All (CSACERA),
Reading Association of Nigeria (RAN)
Federation of Muslim Women's
Associations in Nigeria (FOMWAN),
and more than 46 local Civil Society
Organizations (CSOs)

“The initiative is expected to demonstrate significant improvement in EGR for approximately **one million** children in schools and for more than **400,000** OOSC attending some **11,000** Non-Formal Learning Centers (NFLCs), Adolescent Girls Learning Centers (AGLCs) and Youth Learning Centers (YLCs)”

I.1 Program Description

Commencing in October 2015 under funding support from the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus (the Initiative) project is strengthening the ability of Bauchi and Sokoto states to provide greater access to basic education—especially for girls and Out-of-School-Children (OOSC)—and to significantly improve reading outcomes for more than one million school-aged children and youths.

The Initiative employs a holistic approach, addressing a broad range of critical factors that affect learning, teaching, systems management, parental participation and community engagement. The project strategy focuses on strengthening the technical and administrative capacity, commitment and accountability of federal, state and Local Government Education Authorities (LGEAs) to provide effective English and mother-tongue based Early Grade Reading (EGR) teaching and learning to its pupils. Also, to deliver literacy, numeracy and life-skills to OOSC and youths and whenever possible mainstream them into formal schools.

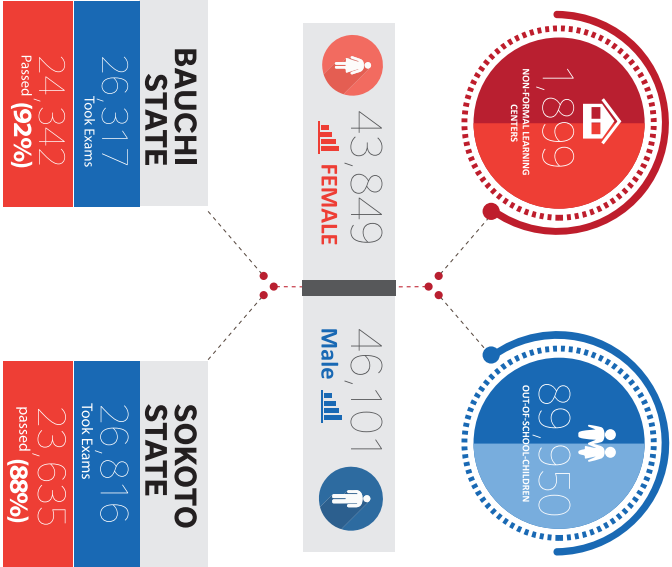
In addition, the project is providing innovative, cost-effective Information Communication Technology (ICT) solutions for managing Learning Facilitators (LFs), improve coaching and mentoring system for teachers/LFs, and maintaining efficient teaching and learning materials (TLMs) supply chain. While LGEAs’ capacity is being built to plan, budget and administer schools, support and supervise teachers, deliver high-quality TLMs and mobilize community involvement for increased enrollment and improved reading outcomes.

The project is training and equipping Colleges of Education (CoEs) to include EGR concepts, techniques, practice, and materials in their curriculum, while playing a key role within the education sector to promote EGR policy and research.

An evidenced-based intervention, the Initiative continuously monitors program activities and assesses its delivery and results against established targets and milestones to improve project outcomes. The Initiative is expected to demonstrate significant improvement in EGR for approximately one million children in schools and for more than 400,000 OOSC attending some 11,000 Non-Formal Learning Centers (NFLCs), Adolescent Girls Learning Centers (AGLCs) and Youth Learning Centers (YLCs).

The Initiative is implemented by Creative Associates International in collaboration with three U.S.-based international organizations—Education Development Center (EDC), Florida State University (FSU), Overseas Strategic Consulting (OSC)—and four Nigerian organizations—Value Minds, Civil Society Action Coalition on Education for All (CSACEFA), Reading Association of Nigeria (RAN), the Federation of Muslim Women’s Associations in Nigeria (FOMWAN), and more than 46 local Civil Society Organizations (CSOs).

NON-FORMAL EDUCATION



FORMAL EDUCATION

FORMAL SCHOOL
313,358 - Male | 250,842 - Female

TLMs
Bauchi - 1,119,623 | Sokoto - 810,076

Percentage of children able to read and understand English text by third grade	
TARGET	ACTUAL
25%	25%
Percentage of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade two	
TARGET	ACTUAL
25%	37%



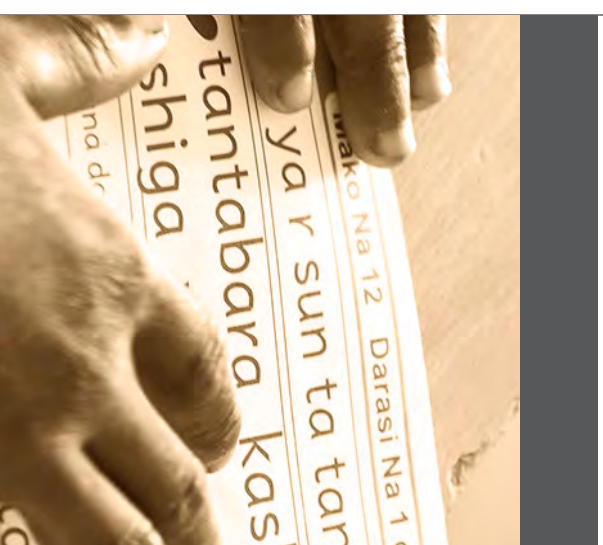
2. EXECUTIVE SUMMARY

The PY3 of the Initiative was aptly titled the year of consolidation. This was premised on the need for governments and communities to hold hands with the project, towards increasing their level of commitments and responsibility in the ownership of achievements and best practices of PY1-2. These best practices include: establishment and enrollment of OOSC children into NFLCs and providing them opportunity to acquire basic literacy and life skills, mobilizing and training CSOs to strengthen School Based Management Committees (SBMCs) and Center Based Management Committees (CBMCs), development of a Nigerian-led evidence-based approach to teaching EGR through implementation of the Mu Karantai and Let's Read! in schools, developing standards and benchmarks in EGR, implementing the EGR in four CoFs (preservice EGR course) and mapping out an effective strategy to support School Support Officers (SSOs) for monitoring and coaching of in-service teachers.

Specifically, the project enrolled 89,950 (Males- 46101 & Females- 43849) OOSC children into 1,899 NFLCs for cohort 3 of the non-formal education, providing them opportunity to acquire basic literacy and life skills. Forty-six (46) CSOs managed the non-formal education program, mobilized community groups to raise awareness on educational access, created awareness on home support for EGR, safety and conflict issues, and monitored the quality of teaching and learning. Working with government counterparts, the project provided TLMs and learning contents relevant to learners' lives, that helps develop foundational reading, numeracy, and life skills, with pathways into post-basic literacy or formal education (mainstreaming into P4). At the end of the cohort 2 basic literacy program, an exit examination was conducted by the SAMEs to test and certify learners. Successful

learners were mainstreamed into formal schools, in Bauchi, of the 26,371 learners who took the examination, 24,342 (92 percent) passed, while 23,635 (88 percent) learners in Sokoto passed the SAME basic literacy exam. There are several examples of communities mobilizing resources to meet the daily needs at NFLCs and support mainstreaming of learners into public primary schools. In Bauchi and Sokoto states, the Access Technical Working Group (TWG) leveraged resources amounting to several millions of Naira to expand on the project's impact.

The Initiative consolidated the establishment of a sustainable, Nigerian-led evidence-based approach to teaching the EGR through implementation of the Mu Karantai and Let's Read! in 4500 schools. NEI Plus collaborated with Local Government Education Authorities (LGEAs), State Universal Basic Education Boards (SUBEBs), CSOs, Nigerian Educational Research and Development Council (NERDC), National Mass Education Commission (NMEC) and State Agencies for Mass Education (SAMEs) to improve the quality of the non-formal education materials to be in line with evidence-based approaches to EGR. This way NFLC graduates who mainstream into PY4 can be at par with children in formal schools who have undergone three years of the Let's Read! Mu Karantai program in Hausa and English. These new literacy materials now adhere to EGR principles on teacher, text, testing, time and tongue. The National Commission for Colleges of Education (NCEE) formally announced the integration of the pre-service graduate course in EGR into the national minimum standards, while the second set of the graduate course is underway, benefiting an additional 23 candidates from the federal and state partners.



The Initiative has continued to collaborate with other partners: the recommendations from meetings with World Bank, facilitated by the Initiative in Y2, required states utilizing NIPeP funding to implement EGR (Mu Karantai Let's Read!) in Primary 1-3. In Sokoto, a plan has been developed for full replication of the EGR approach in the remaining 13 LGEAs of the state. The United Nations Children's Fund (UNICEF) under GEP 3 has printed and distributed the Initiative's EGR materials. A total of 1,161,746 copies of Mu Karantai/ Let's Read! TLMs were distributed to schools in Sokoto state alone. The state government was able to facilitate printing (funded by UNICEF) and distribution to 175 UNICEF-supported schools in six LGEAs. Bauchi state trained over 400 teachers from 110 schools on EGR during the period of May to June 2018.

Activities to develop a National Reading Framework (NRF) kick started under the leadership of the NERDC. These activities have the potential to further ground the Initiative's policy work in Sokoto and Bauchi at the national scale. Building on the policy development activities, both states reviewed their 2018 budget to include a budget code called NEI Plus counterpart funding to cater for access and reading interventions. This allows states (SUBEB) to continue funding activities of the project even after close-out in 2020. Furthermore, the Initiative is institutionalizing the State Education Account (SEA) process in Bauchi and Sokoto states to provide a framework for measuring total expenditure in basic education. There is now a core team of experts within the State Working Groups (SWGs) in Bauchi and Sokoto states to conduct the SEAs with minimal technical assistance from the Initiative.

In the last three years, the Initiative has conducted four Early Grade Reading Assessments (EGRAs) in formal schools (baseline, midline and two mini-EGRAs) and four assessments in NFLCs (two pre and post tests for Cohorts 1 and 2). With each year, there are more improvements in reading outcomes and greater capacity building for the state education systems to administer these assessments themselves, even before the exit of the project in 2020. Preliminary results of the midline EGRA point to a significant improvement in EGR performance. These outcomes show marked increases in both Hausa and English EGR skills development in P2 and (especially) P3. However, these outcomes also reveal that much still need to be done to help sustain improved EGR performance.

For NFLCs, the Initiative conducted pre and post tests for Cohort 2 in the reporting year. The purpose of EGRA in NFLCs is to ascertain any learning gains in basic literacy and identify gaps and areas that could improve learning outcomes. Comparing the pre-test and post-test for the second cohort, there was reduction in zeros scores in Oral Reading Fluency (ORF) from 69 percent to 48 percent signifying that more children are learning basic literacy skills. Another assessment conducted in PY3 was the Local Education Monitoring Approach (LEMA).

As the year of communities and local governments, PY4

activities will focus on improving accountability for education service delivery at primary schools, building capacity to support schools and teachers, improve gender equity, and strengthen community engagement in support of improved performance in EGR. In PY4, the Initiative will continue to work in the 10 target LGEAs/state, working in existing intervention communities (where there still remain substantial numbers of OOSC and youth) and in new

communities. The Initiative expects to reach a total of 98,600 learners across 1,972 NFLCs, in 20 LGAs of Bauchi and Sokoto states. In PY4, learning centers will include the NFLCs for younger learners (boys and girls 6-11 years old), and YLCs (YLCs) and AGLCs, both for young people 12-15 years old.

In PY4, NEI Plus will print and distribute over 500,000 copies of Mu Karantai and Let's Read! teachers' guides and pupils' books in Hausa and English. This provision will fill gaps in the availability of TLMs which have affected schools across the target LGEAs. Materials will be printed and distributed via the SUBEBs in both states for P1-P3 for all three terms.

The Initiative will work with the Bauchi and Sokoto SUBEBs to provide training for 50 Master Trainers (MTIs) and 588 SSOs (to serve as teacher trainers), and organize the step-down training activities for an estimated 12,000 teachers in P1-3 in the Initiative supported schools.

Major challenges faced still remains safety and security, as the security situation remains highly volatile with a seeming increase in criminal violence including robbery and kidnapping, election-related disruptions and ethno-political/religious violence. States adherence to the terms and conditions of the Memorandums of Understanding (MoUs) remains a concern. We will consult with and support USAID's strategy with respect to the MoUs and subsidiary agreements. As noted in the LEMA there are noticeable poor teacher quality, attendance and time on task which undermines program effectiveness and children's learning, these we hope to address by; providing additional teacher training/professional development; strengthen SSO accountability and teacher support; increase community awareness of school/teacher performance; scale-up use of LEMA to build accountability, and focus resources on those LGEAs that are able to perform.



3. Y2 WORK PLAN AND ACTIVITIES

3.1 Implementation Status

Per our proposed activities for the reporting year, the project achieved 83 percent of its planned activities with only 17 percent carried over to PY4. Under IR 1, key achievements included enrolling 89,950 OOSC children into 1,899 NFLCs, providing them opportunity to acquire basic academic and life skills; launching media campaigns; mobilizing and training CSOs to strengthen School Based Management Committees (SBMCs) and Center Based Management Committees (CBMCs) to support education. For IR 2, the Initiative continued to ensure foundation for a sustainable, Nigerian-led evidence-based approach to teaching the EGR through implementation of the Mu Karama¹ and Let's Read! in 4,500 schools, developing standards and benchmarks, implementing the EGR pre-service course in four CoEs and mapping out an effective strategy to support School Support Officers (SSOs) for monitoring and coaching of in-service teachers.

Intermediate Result 1. Government systems strengthened to increase the number of students enrolled in appropriate, relevant, approved educational options, especially girls and OOSC in target locations

In PY3, the Initiative identified communities needing the most education interventions, and established in them 1,899 NFLCs for 89,950 OOSC to acquire literacy and numeracy skills. In these communities, 46 CSOs managed the non-formal education program, mobilizing community groups to raise awareness on educational access, safety and conflict issues, home support for EGR and monitoring the quality of teaching and learning. Working with government





Sub IR 1.1 Increased number of educational options (formal, NFLC) meeting school quality and safety benchmarks

In PY3, the Initiative built on previous efforts to improve on quality and safe learning environments in schools and learning centers. Now that safety standards and benchmarks are operational and education administrators have been trained to use them, the PY3 focus was to intensify sensitization activities and prompt local community groups

Women Groups (WGs) and Community Coalitions (CCs) to make contributions. This was achieved by supporting the Access Technical Working Groups (TWGs) to provide leadership for non-formal education activities and reconstituting the CBMCs and WGs for effective grassroots mobilization.

community in Majema secured land worth N1 million to build a NFLC and through several CSOs, 25 additional NFLCs were established.

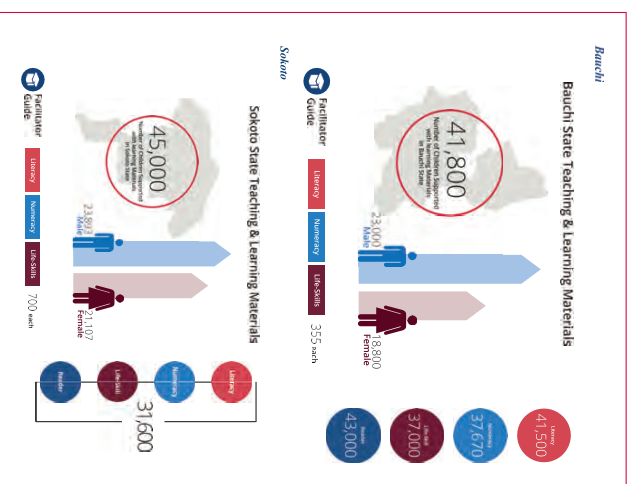
There are several examples of communities mobilizing resources to meet the daily needs at NFLCs and support mainstreaming of learners into public primary schools. In Bauchi and Sokoto states, the Access TWG leveraged resources amounting to several millions of Naira to expand on the project's impact. Bauchi state Access TWGs in Misau, Darazo, Toro, Gamawa and Ganiyuwa local governments in Q2 raised more than N2 million to mainstream learners from the second cohort into formal schools. In Sokoto state, there are instances of SAME and communities buying land to build and open additional NFLCs to provide more education opportunities for OOSC. SAME built a post-literacy class for 29 learners, a

A number of activities were also implemented to improve on the quality of instruction in NFLCs working closely with SAME scheme organizers and Area Coordinators (ACs) at the local government levels. The Initiative distributed a total of 288,910 TLMs to 89,950 (Males- 46101 & Females- 43849) learners in 1,899 NFLCs. Each child received a copy each of literacy, numeracy and life skills textbooks and a reader, while each LFs received facilitators' guide. We engaged and trained Area Organizers (AOs) and store officers from SAMEs to use our track and trace technology to ensure that books were delivered directly to the centers and to registered pupils. The SAME in Bauchi and Sokoto states coordinated the distribution process, while CBMC members who have been sensitized on the relevance of the books conducted routine

counterparts, the project provided TLMs and learning contents relevant to learners' lives that helps develop foundational reading, numeracy, and life skills, with pathways into post-basic literacy or formal education (mainstreaming into P4).

The Initiative also produced and distributed non-formal reading materials consistent with EGR best practices in the identified content areas. These materials were developed to meet with global best practices and needs of NFLC learners and LFs.

These milestones and others achieved under the IR 1 are discussed in detail below.



monitoring visits to the centers to check that every child had their learning materials.

A new strategy for coaching and mentoring LFs to deliver the NFLC curriculum was also introduced in PY3. NEI Plus now uses Master Trainers (MTs) who are scheme organizers from SAME/BASAME to support LFs. This approach is more sustainable as we not only build their capacity to monitor intervention NFLCs but all centers

managed by the agency. The project also introduced a digitalized coaching and mentoring system where MTs use tablets to monitor instructional delivery, provide on the spot feedback and track learners' attendance. This real time information is used to quickly make decisions to improve the quality of teaching and learning in the NFLCs throughout the course of the six-month program.

In addition to coaching and mentoring includes, face-to-face training on a range of curriculum contents, covering literacy, numeracy, life skills and effective classroom management. A five-day training was organized for new LFs (571) and a two-day refresher training for old LFs (955) in Bauchi and Sokoto states. The trainings adopted a cascade model with the Initiative Access & Fragility team training (38) MTs, who then stepped down the training to the LFs.

In PY3, NEI Plus used the findings of an Institutional Capacity Assessment (ICA) conducted in PY2 to develop capacity plans addressing gaps within the State Ministries of Education (SMoE), State Universal Basic Education Boards (SUBEBs), SAME and LGEAs that hinder quality education service delivery. The capacity plans address systemic issues such as delineation of roles and responsibilities to avoid overlapping, monitoring and reporting mechanisms, planning, budgeting and execution, and linkages. Every Ministry, Department and Agency (MDA) and LGEA developed their own plans with timelines, roles and responsibilities and source of funding for implementation of these activities. The plan covered the period January-June 2018. As a follow on, the Initiative also conducted a mid-line assessment in September, 2018 to track progress from the baseline in these MDAs to inform further systems improvement. The report will be ready in the first quarter of PY4.



cohort of 89,950 learners, we identified communities with highest number of OOSC using Global Positioning System (GPS) mapping to track these locations. Drawing from all the data we have collected on NFLCs we were also able to determine how many old LFs could take on additional centers using clustering method. This allowed us to properly allocate centers to new LFs. With the use of tablets, we collected routine NFLC data that profiled the centers, learners and LFs enabling effective tracking process.

Beyond this, NEI Plus through our Access Coordinators and AOs in the LGAs conducted monthly monitoring visits to the centers. This way we monitored LFs and learners' attendance, record keeping practices and formative assessments. The team also supported activities of community structures, particularly CBMCs monitoring of teaching and learning activities in the NFLCs and WGs and CCs conducting outreach to mobilize support for education. Adopting this practice allowed us address issues urgently before they adversely affected program delivery.

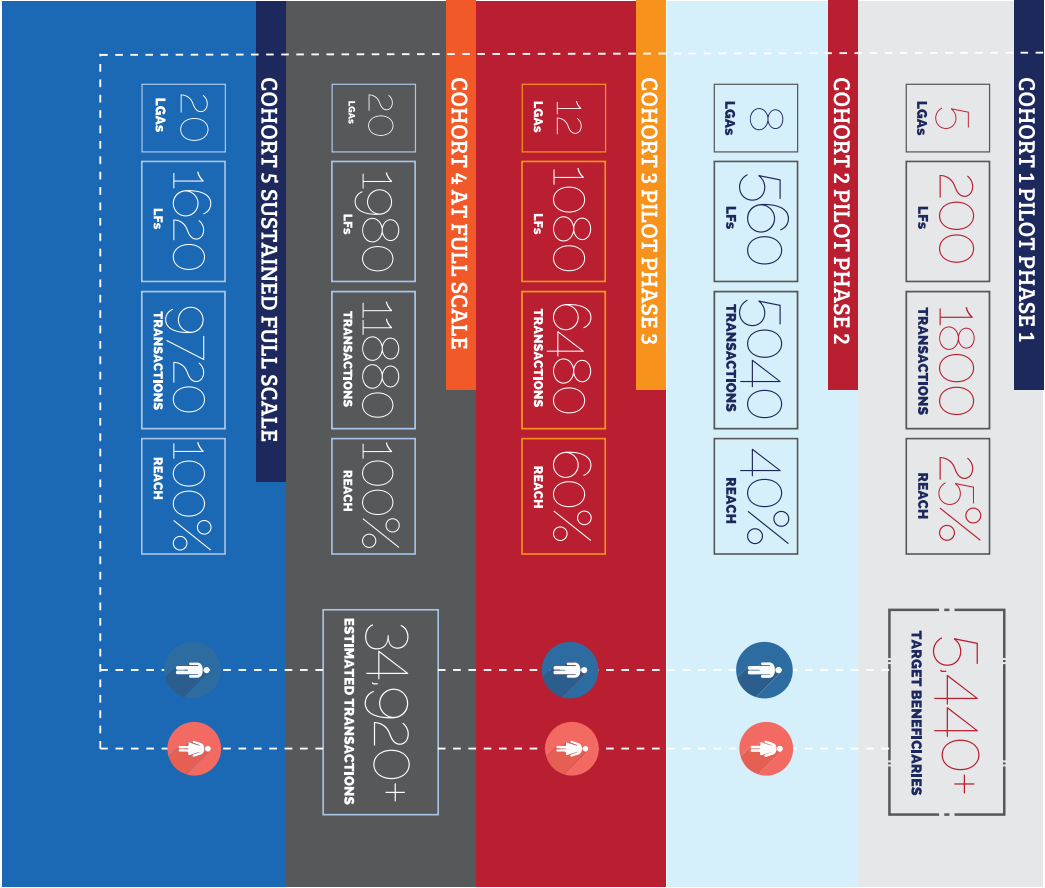
Sub IR 1.2 Strengthened systematic approach to school management and supervision

The Initiative routinely monitored CSOs activities in Bauchi and Sokoto states using different mechanisms to ensure they remained compliant in delivering quality basic and literacy skills to OOSC in educationally disadvantaged communities. We also amplified the use of ICT to support these processes. To establish the third

We also continued to spearhead critical dialogue with Federal Ministry of Education (FMoE), SMoE/State Ministry of Basic and Secondary Education (SMoBSE), SUBEB and SAME to develop strategies and concrete steps for addressing the influx of learners in schools resulting from the World Bank-funded access activities such as Better Education Service Delivery for All (BESDA) and Nigeria

Year 3 Achievements

OUR MOBILE MONEY JOURNEY PILOT - SCALE



Partnership for Education Project (NIEP); and for mainstreaming the growing numbers of graduates from the NFLCs.

Sub IR 1.3 Standardized NLFC model ensures education for vulnerable children and youth

Through the non-formal education program, 180,000 children have so far been provided with basic literacy and numeracy skills, these are children that were before now, out-of-school. There is a noticeable demand for education but without access opportunities, in most of the communities identified for establishment of the NFLCs; USAID through the work of NEI Plus has thus been able to provide the children with basic literacy and opportunity to be mainstreamed into formal schools. This non-formal education model has yielded positive learning outcomes and communities are motivated to start up their own NFLCs.

In PY3, the project ran concurrently two cohorts of NFLCs. In the second cohort 63,000 learners were enrolled, consisting of boys and girls between the ages of 6-17 under our mixed class program for younger children and the YLCs and AGLCs for older boys and girls. These older group of learners were provided marketable vocational skills in addition to literacy and numeracy¹ skills. Some of the skills learnt by the adolescent boys and girls included tailoring, embroidery, knitting, hair barbing, soap and pomade making, henna painting and farming.



At the end of the six-month basic literacy program, an exit examination was conducted by the SAMEs to test and certify learners. Successful learners were mainstreamed into formal schools, in Bauchi, of the 26,371 learners who took the examination, 24,342 (92 percent) passed. Similarly, 23,635 (88 percent) learners in Sokoto passed the SAME basic literacy exam.

The Initiative continues to support state MDAs (SAME/BASAME, SUBEB, LGEAs and SMOE/SMOBSE) to strengthen

¹ To make the vocational skills component of the non-formal program successful, the project reviewed guidelines on its operationalization. The review mapped out low-cost marketable trades within communities using findings from the community mapping and their proximity to the centers. It also considered the skill level of the master craftsmen and women to train these learners. The CSOs managing the centers then visited the craftsmen and women to negotiate terms and conditions for their services. In each AGLC and YLC, crafts people facilitated a class of minimum of four learners and a maximum of 10 learners per chosen trade.

procedures and support pathways for mainstreaming NFLC graduates into formal schools. A strategy that has worked in PY3 is bringing all these key actors together in different workshops and meetings to consult and take actions towards ensuring a smooth transition for these learners. All key actors have taken significant steps to deliver on this mandate: SAMEs conducted basic literacy examinations and certificated learners, LGEAs admits the new learners at the beginning of the session into the formal schools, while community groups (CCs and CBMCs) provided learners with school uniforms, bags and exercise books. This has motivated more parents to support their children's education.

For each cohort of the NFLC program, the Initiative has increased its coverage. In the third cohort, there was an increase

in learners by about 33 percent from the second cohort, with a total of 89,950 learners enrolled. To strengthen the fidelity of implementation, the project had to reassess its procedures for engaging CSOs, hiring and training of LEs, enrollment and instructional delivery.

NEI Plus collaborated with LGEAs, SUBEBs, CSOs, Nigerian Educational Research and Development Council (NERDC), National Mass Education Commission (NMEC) and SAMEs to improve the quality of the non-formal education materials to be in line with evidence-based approaches to EGR. This way NFLC graduates who mainstream into PY4 can be at par with children in formal schools who have undergone three years of the Let's Read! Mu Karantali program in Hausa and English.



through fill-in-the-gap activities, and comprehension activities in the learners' books.

Progress was also recorded by providing financial management solutions for LEs using mobile money. Within three years, the Initiative has gone from paying 200 LEs in five LGAs representing a total of 1,800 transactions to reaching 1,080 LEs in 12 LGAs with 6480 transactions. Presently we are paying 60 percent of the LEs using e-Tranzact's Pocket Moni. LEs are now receiving their stipends regularly using the platform. Initial challenges with the technology have been sorted out with intense trainings for the LEs and tracking systems set up for staff to monitor payments. In PY4, the project will go full scale by paying all 1980 LEs in 20 LGAs with mobile money.

Sub IR 1.4 Strengthen CSO capacity to mobilize PTAs, SBMCs, and communities around reading and access

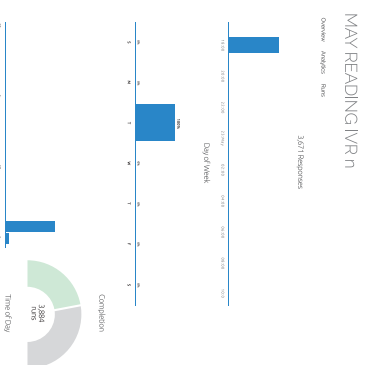
In PY3, community engagement activities in education was amplified. This was achieved through outreach activities of the CSOs, community structures and local government partners to increase access to the education system (formal and non-formal) and encourage a culture of reading at home.

NEI Plus continued to invest in capacity development for CSOs, to not only manage NFLCs but mobilize communities to support education and demand accountability at all levels of government, for effective education service delivery.

Through training, coaching and mentoring approach, 46 CSOs (46 Lead Program Officers and 180 Local Government staff) were facilitated to support community structures in advocacy, resource mobilization and replication of the Initiative activities.

Year 3 Achievements

SMS /IVR for Community Mobilization



Collaboration

Communication | Mobilization | Reading | Community/CSO
Campaign Duration
2 - 3 Monthly themed IVR per Month



Powered by
 CommCare HQ, Textit, Twilio, Airtel

These new literacy materials were reviewed and validated at state level. They now adhere to EGR principles on teacher, text, testing, time and tongue. Other specific issues addressed were:

- Lessons address the teaching of consonants and vowels using all the Hausa alphabets
- All the stories in the materials are accompanied with an illustration to make learning interesting and effective for the children.
- The books capture some decodable activities and provides space for children to practice writing.

Formative assessment is captured



NEI Plus also established several feedback mechanisms to address issues of implementation, share best practices and lessons learnt and improve coordination between CSOs and community structures. One of such was the CSOs quarterly review meeting, where Executive Directors (EDs) and Program Officers (POs) of all 46 CSOs discuss progress and challenges in the implementation of their grants. The quarterly meeting also created an opportunity for the project to provide critical feedbacks and address any misunderstandings about implementation.

Another forum set up in PY3 to gain buy-in from government for community mobilization activities, was a coordination meeting between EDs of CSOs and government partners. Government partners in attendance were Directors of Social Mobilization from SUBEB and SAMEs, LGEA ESs and LGAs ACs. The following outcomes were achieved at the meeting:

- Government partners understood and appreciated CSOs for generating wide support for education in various communities
- The relationship between the CSOs and government was strengthened
- The government partners agreed to review and adopt some of the Initiative's communication and community mobilization strategies for increasing enrollment and reading outcomes in the state.
- An action plan was developed to strengthen the relationship between government and CSOs

The project also organized community dialogues with community structures, CSOs and government partners to find solutions to challenges on enrollment, retention and transition of

pupils and encouraging parents to support their children's reading. It was also a platform to acknowledge the enormous contributions of community structures- WGs, CCs and CBMCs in mobilization of resources for NFLCs and schools. Seeing this, government partners also made commitments to sustain and promote the activities of these structures.

In PY3, community structures contributed to creating safe and quality learning environments in schools and NFLCs. Several examples of CCs, WGs, CBMCs and SBMCs making contributions of cash, land, TL Ms, drinking water, blocks of classrooms, furniture, toilets can be found in Bauchi and Sokoto states. Beyond contributions, these groups monitored teaching and learning in schools and NFLCs to ensure LF/teachers were attending classes regularly and encouraging parents to allow their children attend and remain in schools.

The Initiative complimented community mobilization activities with outreach campaigns. Public Service Announcements (PSAs), drama skits, jingles and live programs were aired on major radio stations in Bauchi and Sokoto states promoting the benefits of education and EGR to parents and communities.

Posters in Hausa targeting literate and illiterate mothers and fathers were also distributed to community structures as visual aids for their house to house outreaches. These posters used illustrations, key messages and call to action to motivate parents to support their children's education. The project also reached thousands of key mobilizers in Bauchi and Sokoto states

with education messages via Interactive Voice Response (IVR). Voice messages were themed on a monthly basis to follow the school and NFLC calendar so when community members receive them they can take action immediately. For example, messages on enrollment were sent at the beginning of the school term when parents could actually enroll their children into school.

The Initiative also produced and screened five community outreach videos, mobilizing communities to support basic education. The videos encouraged community members to become proactively involved in school improvement by illustrating the practical benefits of education to the child, family

and community. The videos were well received during screenings at USAID Embassy, PEACE Nexus event and at the launch of the Reading Charter in all 20 project intervention LGAs in Bauchi and Sokoto states.

All of these media materials were validated by state partners and community structures and pre-tested to ensure they reflect socio-cultural contexts of both states. Beyond this, the Initiative organized several meetings with state education MIDAs to use these materials for their own outreach activities.

Intermediate Result 2: Government systems strengthened to improve reading outcomes for primary grade learners in target locations

The Initiative accomplished several milestones under IR2 in Y3, at both state and federal levels. These included several policy-related activities to promote the adoption and integration of EGR inputs. The Initiative support helped to establish standards and benchmarks in Bauchi and

Sokoto. The five policy briefs (Tongue, Teaching, Time, Tests and Text) were also completed for dissemination. These two accomplishments will help drive the policy dialogue, specifically the development of the new National Reading Framework (NRF) under the leadership of the NERDC.

Y3 also marked the extension of EGR through pre-service and in-service professional development activities. The successful pilot of the pre-service graduate course in the first quarter of Y3 led to the expansion of training on EGR in the four COEs. Nearly 100 teacher educators (TEs) were trained in EGR content in July 2018, increasing the capacity of these institutions to develop primary grade teachers and expand EGR in Sokoto and Bauchi. A second offering of the graduate course got underway in Abuja in August, benefitting an additional 23 candidates cutting across the Initiative's federal and state partners.

Meanwhile, three LGEAs in Sokoto (Yabo, Sokoto South and Dange Shuni) used their own resources to scale up EGR training to benefit nearly 300 additional teachers. UNICEF adopted the Mu Karama! /Let's Read! approach and materials to further expand EGR in both states, benefitting 800 teachers in nearly 300 schools. Finally, the integration of Mu Karama! /Let's Read! into the NFLCs was achieved as the Initiative supported federal and state partners to develop new TLMs for non-formal LFs and learners.

Joint meetings of the Reading TWG representing both Bauchi and Sokoto States were held in April and August 2018 to discuss the Initiative's progress in support of EGR under this sub-IR, including reports on regular monitoring and policy activities. What follows is a detail of activities accomplished by the Initiative under IR2.

Sub IR 2.1 State and LGEA policies, timetables, and standards for reading instruction and performance improved and implemented

Partners at state and federal levels, comprising members of the Reading TWG and representatives from FMOE, NERDC, Universal Basic Education Commission (UBEC) and Teachers' Registration Council of Nigeria (TRCN), reviewed and finalized the EGR performance standards and benchmarks. The standards and benchmarks were developed using lessons and experiences from other countries, the Nigerian curriculum, data from EGRA, best

practices from the literature on performance standards and insights from cognitive science. These benchmarks now provide indicators of student progress in learning to read. They will be used by teachers, parents and officials to help gauge student progress in learning to read, and in oral English. Knowing student progress (or lack thereof) helps all stakeholders to plan for improvement.

The following table provides the benchmarks and targets set in both Hausa and English for both states, to be reviewed against mid-line EGRA results.

	Long-range		ORF				
	Comprehension				Benchmark	% Pupils	% Zero
	Benchmark		% Pupils	% Zero			
Hausa P3	80%	Comprehension	50%	20%	50 cwpn	40%	10%
Hausa P2	60%	comprehension	40%	20%	40 cwpn	40%	10%
Hausa P1	60%	comprehension	40%	30%	30 cwpn	40%	20%
English P3	80%	Comprehension	50%	20%	60 cwpn 50 cwpn	60% 50%	10%

	Short-term		ORF				
	Comprehension				Benchmark	% Pupils	% Zero
	Benchmark		% Pupils	% Zero			
Hausa P3	40% correct		25%	70%	50 cwpn 60 cwpn	25%	70%
Hausa P2	40% comprehension		40% 25%	60% 70%	40 cwpn	40% 25%	40% 70%
Hausa P1	40% comprehension		20%	60% 70%	30 cwpn	20%	40% 70%
English P3	40% Comprehension		30% 25%	60% 70%	60 cwpn 50 cwpn	30% 25%	50% 70%

A similar process was undertaken to develop teacher performance standards to measure the teaching of EGR in schools. The efforts in developing teacher performance standards built on the work done in Nigeria on Hausa through the Initiative, Reading and Access Research



Activity (RARA) and other projects, as well as phonic-based approaches to teaching English. Standards for teachers will be included in teacher guides and mentor tools and instruments, while mentors will focus on helping teachers achieve the teaching standards. The following teacher standards in EGR were also presented and adopted:

- Standard 1: Foundational Knowledge
- Standard 2: Curriculum and Instruction
- Standard 3: Assessment and Evaluation
- Standard 4: Diversity
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

These standards are aligned with those of the International Literacy Association (ILA), as adopted by federal and state Reading TWG members during the standards and benchmarks workshop held in January 2018 in Abuja. Elements of the performance benchmarks and standards will be integrated into the school score cards to be disseminated in PY4 at the state and LGEA levels.

Activities to develop a NRF kick started under the leadership of the NERDC. These activities have the potential to further ground the Initiative's policy work in Sokoto and Bauchi at the national scale. The Initiative engaged an international consultant with extensive experience and expertise in reading and curriculum to facilitate the NRF development process. The consultant met with USAID, the Initiative's reading team, and the Executive Secretary (ES)



and key staff of the NERDC to map out a stakeholder-driven process for developing the NRF. During the meetings, a consensus on the goal of the NRF, key steps in the development of the framework document, and government buy-in and ownership over the development process were reached². These activities will continue in PY4 with focus on supporting the NRF TWG under the coordination of NERDC to develop the NRF, through a wide based collaborative process with stakeholders nationwide (regional representation).

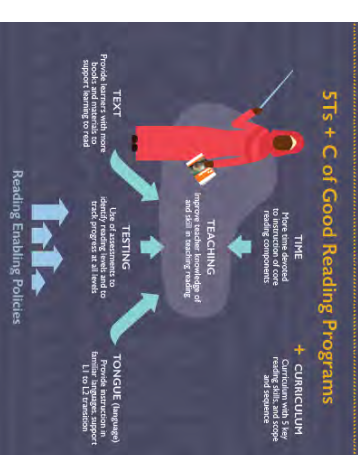
In PY3, considerable gains were made in the area of improved policies at state and federal level that support reading outcomes. This is an important pillar of the systemic approach to sustaining the early reading activities. Improved policies and their implementation have the effect of achieving systemic reforms in primary education, and reading in particular. These policy reforms have the potential to have long term effects on budgeting, planning, teacher recruitment, deployment and professional development and many other areas of quality education for children in northern Nigeria.

Building on the policy development activities in PY1 (State Policy Mapping and Reading Policy Framework development), and PY2 (State Policy Dialogues), the Initiative supported and led two-day Policy Action

Planning workshops in Sokoto and Bauchi. The Initiative dubbed this where the rubber meets the road because the activity made policy recommendations accompanied by concrete plans to SUBEB for inclusion into upcoming annual planning and budgeting as well as into the development of the next 10-year plan.

Participation by state representatives in both workshops included senior policy-makers such as the Commissioner of Education and the SUBEB Chairman (Sokoto) and the Director of Planning and Research and Director of Quality Assurance (QA) as well as the Provost Kangere CoE Bauchi.

The Initiative focused on three policy pieces under the Reading Policy Framework namely: time on task, teaching and tongue.



² The framework will specify the purpose, format and content of reading programs, provide clear evidence-based guidance on how to best support the development of strong reading skills both inside and outside of school. It will describe the attitudes and dispositions that pupils must develop with respect to reading, the reading-related skills they should know and be able to demonstrate at different points in their learning trajectory as well as the policy, learning and resource environment necessary for that to occur.

The Reading Policy Framework – (see the graphic) is based on the global evidence of what works in reading programs to improve children's early reading, and the need for policies that promote each of the 5Ts + C. In PY3, the remaining two Ts' were developed namely Test and Text.

The project also focused on very strategic activities targeting high level government officials cutting across education, finance, local government affairs (LGAs), budget and planning and State House of Assemblies (SHoA) in Bauchi and Sokoto states to advocate for prompt release of funds for key Initiative activities ahead of the 2019 elections and after the exit of the project.

Using robust data available from the State Education Account (SEA), ICA, Annual School Census (ASC) the project organized a one-day stakeholders' roundtable meeting, bringing together education actors and other influencers from Bauchi and Sokoto states. The roundtable meeting discussed implementation strategies that will improve budget releases for basic education particularly activities of the Initiative such as printing and distribution of TLMs, teacher/LF trainings up to the tune of 30 percent as agreed in the Memorandum of Understanding (MoU), discussion was also held on how pre and post-election events can affect the Initiative activities. Other issues discussed at the meeting chaired by Executive Chairman of Sokoto SUBEB include resource allocation to basic education, monitoring and supervision of school and NFLC activities. Since then, both states have reviewed their 2018 budget to include a budget code called NEI Plus counterpart funding to cater for access and reading interventions. This allows states (SUBEB) to continue funding activities of

the project even after it exits in 2020.

With advice from state representatives at the roundtable, the Initiative conducted high level advocacy visits to the Governors, Commissioners for Education and Speakers of SHOAs. The project management used key findings of reports such as the SEA, ICA and Early Grade Reading Assessment (EGRA) as evidence for need of improved funding for basic education. Advocacy activities were also implemented to the LGEAs and ESs are already taking the lead to reform their schools.

The Time-On-Task study conducted in PY3 indicated minimal school supervision by SSOs, poor teacher attendance rates, schools opening late and closing earlier than scheduled. These findings prompted the project to convene a stakeholders' meeting in Kano on December 5, 2018 for Sokoto state and on December 6, 2018 for Bauchi state bringing together Chairmen of all the supported Local Government Councils (LGCs), Honorable Commissioners for Education, Permanent Secretary of Ministry of Local Government, Heads of state education agencies and LGEA ESs. The main goal of this engagement was to provide a platform for stakeholders to discuss how school support systems can be strengthened to deliver their roles and responsibilities of supervision and monitoring.

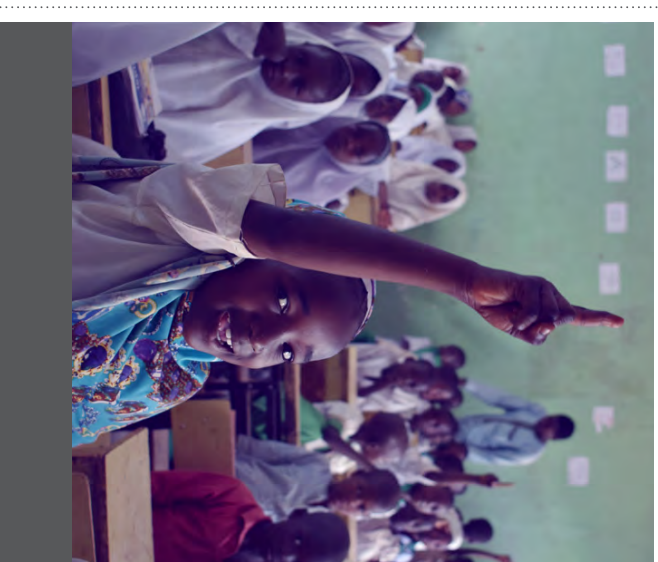
The intervention of the Initiative has prompted more interactions between the LGCs and LGEAs management. SUBEB directed all ESs to organize resumption meetings for the new school terms in their respective local governments under the leadership of the LGC chairman which has started in almost all the LGAs. But more importantly, ESs are using their funds for

school supervision and trainings for teachers on the Let's Read! Mu Karanta! program. A follow-up meeting was held after this to track progress that had been made. This time, participants developed action plans to address the identified gaps with timelines, resources needed and designated MDAs/ persons. The LGEAs also incorporated key performance indicators into the action plan for both education managers and Initiative staff to track and measure progress over time.

The Initiative instituted the SEA process in Bauchi and Sokoto states to provide a framework for measuring total expenditure in basic education. There is now a core team of experts within the State Working Groups (SWGs) in Bauchi and Sokoto states to conduct the SEAs with minimal technical assistance from the Initiative. Already for the SEA IV, the states' team conducted data entry themselves saving the project N1,700,000 which would have been for data entry clerks. Sokoto State Government, through the SMOBSE also released the sum of N362,000 to support the SWG members during the SEA IV data collection exercise. This is expected to be sustained by the state and extended to cover other technical activities of the SEA.

SEA IV examines expenditure data from two academic years (2015/16 and

2016/17). Expenditure data, findings and recommendations from the SEA IV report



will support and enhance dialogue with the SMOEs for policy reform to support improved reading outcomes and inform the preparation of the budget for Financial Year (FY) 2019.

Sub IR 2.2 State/LGEA systems for development, approval, and distribution of decodable readers, teacher guides, and supplemental materials for EGR instruction improved and implemented

The Initiative has made significant progress in both Bauchi and Sokoto states to provide quality TLMs for EGR, making them more accessible to learners especially. The successful shipment of Mu Karanta! /Let's

Read! teacher's guide and pupil's books for P1-3 in Term 2 was tracked down to the school level. However, commitments made by the state governments in their MoUs are yet to yield concrete results in

terms of printed materials for distribution in schools. Meanwhile, approval has been obtained for the states to procure Term 3 EGR materials for distribution to schools in the 20 LGEAs, though this is yet to be backed with the necessary releases. For its part, the Initiative successfully supported the states (i.e., SUBEB) to distribute Terms 1 and 2 EGR TLM using electronic tracking to monitor distribution. As a result, the states were able to distribute materials to schools in a timely manner.

The recommendations from meetings with World Bank, facilitated by the Initiative in Y2, required states utilizing NIPEP funding to implement EGR (Mu Karantai Let's Read!) in P1-3. This goal is being realized in both Bauchi and Sokoto states. In Sokoto, a plan has been developed for full replication of the EGR approach in the remaining 13 LGEAs of the state. UNICEF under GEP 3 has printed and distributed the Initiative's EGR materials. A total of 1,161,746 copies of Mu Karantai Let's Read! TLMs were distributed to schools in Sokoto state alone. The state government was able to facilitate printing (funded by UNICEF) and distribution to 175 UNICEF-supported schools in six LGEAs. Bauchi state trained

during the period of May to June 2018. UNICEF has also adopted the Initiative's coaching and mentoring model and materials. NEI Plus state-level reading and training technical teams provided support to implement these activities. UNICEF also relied on the Initiative trained MTIs in both states to support teacher training and monitoring in the target LGEAs.

Meanwhile, the Initiative finalized its list of 48 supplementary reading titles, 32 in Hausa and 16 in English, for printing and distribution to schools and community reading centers (CRCs). These will be distributed in PY4, after printing. A framework was also developed on the use, management and support of supplementary readers and local reading activities (e.g. reading circles).

In an effort to strengthen state Education Management and Information Systems (EMIS), the project collaborated with UNICEF to improve the conduct of 2018 ASC. The project trained 70 Head Teachers (HTs) and 50 SSOs in Bauchi and Sokoto on data management, particularly on how to keep school records to facilitate quality data collection during ASC exercise. In Bauchi, the training took place in three LGEAs of Gannawa, Iyas/Gadau and Misau; while in Sokoto, training took place in Gwadabawa, Shagari and Sokoto LGEAs.

NEI Plus further supported the EMIS process by building the capacity of 32 EMIS personnel at local government level, MoEs, SUBEB and SAMEs on Microsoft Access and data management practices, analysis and utilization. Participants were introduced to various techniques and exercises to deepen their knowledge on MS Access and on data use culture.

Sub IR 2.3 State and LGEA systems for in-service training to teachers in public and NFELC classrooms in the use of the evidence-based reading materials improved and implemented

The Initiative supported training in PY3 for new teachers, teacher volunteers employed by SBMCs and NPower-Teach³ teachers, SSOs facilitated the trainings in school clusters. The Initiative has thus been able to reduce the number of teachers who are yet to be trained on EGR across the two states. Although these efforts are often modest, state and LGEA officials are developing locally-adapted models for addressing gaps in teaching, with support from local communities. Demand for qualified teachers is high, which has led to increasingly strong local support of the Initiative's efforts to improve the number of skilled teachers of EGR. Nearly 57 percent of schools are staffed by two (or fewer) teachers in Bauchi State; similar conditions exist in Sokoto. The Initiative supported a number of local efforts to address these shortages.

Bauchi state's Toro LGEA conducted a three-day training on Mu Karantai Let's Read! for 61 newly-posted teachers (37 males, 24 females) in P1-3. The participating teachers were provided by NPower-teach (from FGN) and volunteer teachers recruited by SBMCs. Also, Iyas/Gadau LGEA trained 22 teachers (17 males, 5 females) from nine newly-established primary schools. The teachers were given a one-day introductory training on the EGR approach by the LGEA. Finally, Bauchi LGEA conducted a two-day EGR training for 750 NPower-Teach teachers (452 males, 298 females) who were then deployed to schools, with priority consideration given to rural schools with two or fewer teachers. Sokoto South LGEA trained 51 teachers

in the LGEA from one newly-established school, as well as from other schools where teachers missed the initial and refresher trainings conducted by the Initiative. In this manner, efforts are being made to foster ownership of Mu Karantai Let's Read! in LGEAs using existing resources to train and support teachers. The Initiative, working with RIWG and other stakeholders, indicated the need to address shortages of workforce in many schools across the LGEAs by calling for the recruitment and deployment of more teachers and SSOs to bridge the gap. The Sokoto SUBEB secured approval in Q4 of PY3 for the recruitment of 2000 teachers to help fill this gap. The reading team will be working with the SUBEB to support the recruitment process for a need based teacher deployment in both rural and urban schools. The SUBEB is also identifying qualified HTs and teachers to be screened and engaged as SSOs in the new deployment.

Sokoto South, Dange-Shuni and Yabo LGEAs organized an in-house EGR training for selected teachers and SSOs. The LGEAs formed committees to work out implementation modalities for delivering the trainings and worked with local structures to garner support. The committees identified



³ World Bank Funded

teachers and SSOs in need of training and mobilized the required resources from the individuals and the LGEAs. Over 100 teachers were trained in Sokoto South alone, following this approach. The five-day training was the first of its kind in the state, which was fully implemented by local SSOs trained by the Initiative in PY2. On its part, Dange-Shunt LGEA trained 140 teachers and SSOs, the organizing committee mobilized N463,000 to complement the N560,000 already proposed by the LGEA for the training. Finally, Yabo LGEA trained a total of 310 teachers and 32 SSOs, increasing the number of trained EGR teachers and SSOs by 20 percent using LGEA resources. The SUBEB is now examining ways of scaling up EGR to the remaining LGEAs in the state, drawing upon these modalities and lessons learned.

Eight participants (four of them federal and state partners) participated in the annual Comparative International Education Society (CIES) conference in Mexico City, Mexico. Government representatives were drawn

from the FMOE, NCCE, NERDC and the CoE Kangere, Bauchi state. The other four represented the Initiative's Reading, System Strengthening, Communication and ICT units. The theme for this year's conference was Re-Mapping Global Education, North-South Dialogue. The conference brought together academics, practitioners and policymakers to foster a cross-cultural international study of education practices. Representatives presented in panels, papers and poster sessions.

Presentations explored the Initiative's efforts in the realm of policy reform, research into the appropriate grade for the transition to English, the unique qualities of the Hausa language in teacher professional development for early reading, lessons learnt from research into community perspectives on schooling, engagement process with the state governments, education MDAs institutions capacity assessment to undertake and own EGR programs and innovations in the use of ICT to support teachers.

Caption:



Sub IR 2.4 LGEA systems for monitoring/coaching in-service teachers in EGR instruction improved and implemented

2,358 school visits. Meanwhile, in Sokoto monitoring plans and schools visit schedule were developed with little or no support from the Initiative for SSOs and other LGEA-level QA personnel.

The Teacher Education Institutions (TEIs) in Bauchi are contributing to the effort to reach more teachers at the pre-service level. For example, in the CoE Kangere a total of 250 student teachers are enrolled to take part in the EGR course in the 2018/2019 academic session. TEIs and mentors trained in EGR during the extension of pre-service training activities in July 2018 will conduct and supervise course instruction. Abubakar Tatari Ali Polytechnic worked in collaboration with the TWG to integrate the EGR course within existing departments and programs, including early primary and early childhood education courses. This effort will enable ATAP to begin to introduce the new EGR content to student teachers beginning with the 2019/2020 academic session. The three Initiative-supported TEIs in the state are working to form a TWG, which will serve to strengthen the quality of EGR instruction in their respective institutions.

Scheduled quarterly coaching and mentoring visits and review meetings were held throughout PY3 in Bauchi and Sokoto states. The objective of these visits and meetings was to foster exchange of information among SSOs to improve EGR teaching practices. In Bauchi, a total of 309 Mu Karamata / Let's Read! lessons were demonstrated during the quarterly review meetings, followed by reflective discussions among the participants. Also, 252 SSOs paid school visits to support teachers and HTs in Q3 of PY3 alone, observing a total of 4,405 teachers during



The National Commission for Colleges of Education (NCCE) formally announced the integration of the pre-service graduate course in EGR into the national minimum standards. Course content development supported by the Initiative via the highly successful pilot from August to December 2017, will be integrated as well into the pre-service curriculum for new teachers. The commission announced these actions in a letter addressed to NEI Plus in September 2018.

A second offering of the graduate course got underway in Abuja in August, benefiting an additional 23 candidates from the federal and state partners. An event where past and

current graduates will be formally presented to the Minister of Education as a way of showing that expertise in EGR exists in Nigeria is planned for PY4 Q1.

Sub IR 2.5 State and LGEA systems for EGR assessment improved and implemented

In the last three years, the Initiative has conducted four EGRA assessments in formal schools (baseline, midline and two mini-EGRAs) and four assessments in NFLCs (two pre and post tests for Cohorts 1 and 2). With each year, there are more improvements in reading outcomes and greater capacity building for the state education systems to administer these assessments themselves, even before the exit of the project in 2020.

State education MDAs- SMOE/SMOBE, SUBEB SAME and LGEAs are assuming responsibility for EGRA acting as co-trainers, and data quality continues to improve because assessors have mastered the administration of the tools, protocols and scoring rules. Logistics for data collection is better as there is proper coordination with the Monitoring, Evaluation, Assessment and Research (MEAR) TWG, LGEAs and the Initiative's LGA Reading and Access Officers.

Capacity has been built over the years particularly for EMIS and QA officers in SMOE/SMOBE, SAME and SUBEB and lecturers of the TEIs to manage the process of EGRA from data collection, analysis and reporting. They are also able to utilize the evidence to make informed decisions for improved school systems.

Although it was planned for state governments to implement their own EGRA in non-Initiative LGAs, that decision was later rescinded. The conclusion was that as EGRA is sample-based, it is sufficient to represent Bauchi and Sokoto states and it will be counterproductive conducting EGRAs in other LGAs. Rather, results of the midline can be used to inform implementation of EGR in other LGAs not covered by the Initiative. States were also introduced to Group Administered Literacy Assessment (GALA) as a cost-effective way to assess learning outcomes.

States now demand for results of the EGRA because they are interested in knowing what is happening in their schools. This shows that data is being used as a basis for decision.

As the tables below highlight, preliminary results of the midline EGRA point to a significant improvement in EGR performance. These outcomes show marked increases in both Hausa and English EGR skills development in P2 and (especially) P3. However, these outcomes also reveal that much still needs to be done to help sustain improved EGR performance. As always, sustained improvements in EGR performance continues to rely on the development of an effective and accountable system of basic education in the target states. Activities and areas of focus for PY4 have been built upon the evidence provided through this key assessment and other research activities⁴.

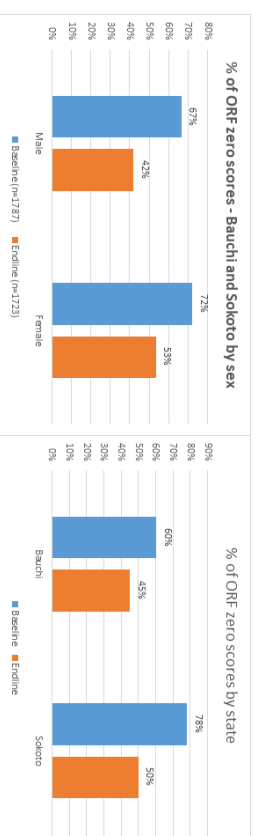
⁴ The final draft EGRA midline report (forthcoming) will present details of data gathered, analysis and discussion of EGR-related outcomes from LEMA/GALA and mid-line EGRA activities. Further information will also be provided in the PY3 Annual Report.

Table 2: EGRA Results comparing baseline and midline

	Baseline		Midline	
	Bauchi	sokoto	Bauchi	sokoto
Grade 2 Hausa Indicator (20 cwpm & 40% RC)	5.4%	2.7%	13.2%	5.2%
	Boys	Girls	Boys	Girls
	5.3%	5.5%	3.1%	2.0%
Grade 3 English Indicator (30 cwpm & 40% rc)	2.7%	0.9%	8.9%	3.8%
	Boys	Girls	Boys	Girls
	5.3%	5.5%	3.1%	2.0%
			16.2%	9.4%
			9.4%	4.9%
				5.6%

For NFLCs, the Initiative conducted pre and post tests for Cohort 2 in the reporting year. The purpose of EGRA in NFLCs is to ascertain any learning gains in basic literacy and identify gaps and areas that could improve learning outcomes.

Comparing the pre-test and post-test for the second cohort, there was reduction in zeros scores in Oral Reading Fluency (ORF) from 69 percent to 48 percent signifying that more children are learning basic literacy skills. The data also shows that boys significantly perform better than girls. Generally, the performance of boys is 6 percent higher than that of girls and this cuts across all centers whether NFLCs, AGLCs or YLCs.



It is an indication that more needs to be done to promote and improve girls' education, especially advocating for girls to regularly attend classes. The Initiative is addressing this holistically by conducting a rapid gender assessment in PY3 with a view to promoting gender inclusivity. The project also wants to increase the number of female LFs teaching in centers as this may encourage more girls to be responsive during lessons.

Another assessment that was well received in PY3 is the Local Education Monitoring

Approach (LEMA). LEMA is a relatively new, though promising means of monitoring and assessing EGR inputs and outcomes. It offers government stakeholders a cost-effective and potentially sustainable EGR monitoring approach that can be feasibly implemented. NEI Plus supported Bauchi and Sokoto states in March 2018 to implement a pilot study of the effectiveness of the new LEMA in selected LGAs, both as a cost-effective means of monitoring EGR inputs against learning outcomes and as a strategy for strengthening local monitoring systems and evidence-based decision making. Using Lot Quality Assurance Sampling (LQAS), the LEMA model was used to collect data on a pilot basis in both Bauchi and Sokoto states, where the approach was readily generalized to the six participating LGAs in each state.

As with other assessments, states led the process and were involved in data analysis with technical support from the Initiative. They also feel it is very beneficial to improving school systems as the assessment is easier to administer; it is not complex, it is cost-effective and results are easier to interpret and it is a very good tool for decision making.

Findings of the LEMA were generally similar across both states. It was observed that teacher and pupil attendance was very low. In Bauchi, only one LGEA out of six met the minimum standard for pupil attendance while in Sokoto, it was only two LGAs. Teachers were also not checking pupils' books for continuous assessment, as only one LGEA in both Sokoto and Bauchi met the standard. Time on task was low, and teachers were observed starting lessons late, spending less time on lessons, and/or not spending time on instruction during lesson time. The results also show that fewer pupils have pencils or birros for writing, hence are not practicing how to write.

Table 3: LEMA and GALA Results

Number of LGEAs Meeting Minimum Standards for LEMA.			
No.	Performance Indicators	No. of LGEAs Meeting Minimum Standards (Out of 6 LGAs per State)	
		Sokoto	Bauchi
1.	Teacher attendance	2	1
2.	Pupil attendance	1	4
3.	Coaching and mentoring visits	6	6
4.	Pupil engagement	5	4
5.	Teaching practice	5	3
6.	Teacher's guide utilization	6	6
7.	Time on task	3	3
8.	Availability of teacher's guides	6	6

9.	Availability of Let's Read! pupil's books (English)	5	6
10.	Availability of Mu Karantall pupil's books (Hausa)	4	2
11.	Availability of pupils writing materials (birros, pencils etc)	1	2
12.	Teacher preparedness	5	1
13.	Teacher knowledge of English	6	5
14.	Teacher knowledge of Hausa	4	2
15.	Continuous assessment of pupils for English lessons	0	1
16.	Continuous assessment of pupils for Hausa lessons	1	0

Table 4: GALA Pilot Results

TABLE 6. Group Administered Literacy Assessment (GALA) Pilot Results			
No.	Indicators	No. of LGEAs Meeting Minimum Standards (Out of 6 LGAs per State)	
		Sokoto	Bauchi
1.	English Letter Sound Knowledge	4	5
2.	English Familiar Words	4	5
3.	English Reading Comprehension	1	1
4.	Hausa Syllables	6	6
5.	Hausa Familiar Words	6	6
6.	Hausa Reading Comprehension	2	3

Already states have started to respond to issues that came out of the LEMA pilot study. In Bauchi state, the Honorable Commissioner directed all ESSs to disseminate the results to all the HTs, SSOs, SBMCs and other local education managers. He also instructed them to immediately start addressing all areas of challenges in their respective LGAs considering that those challenges are LGEA specific and within their immediate control. The ESSs agreed to work with SBMCs and other community structures to mobilize parents towards provision of writing materials for their children.

In Sokoto state, the Director of Planning Research and Statistics in the SMOBSE was appalled by the findings. He queried the ESS and asked for immediate intervention. The representative of the community leaders emphasized the need for ESS to work closely with community leaders to provide support to HTs and teachers to make their living conditions better.

NEI Plus also conducted two targeted researches on factors affecting student attendance and reading performance: studies on time on task and language of instruction transition. The aim of the time on task study was to understand the actual instructional time dedicated to reading in early grades in formal schools. The studies' specific objectives included determining the amount of time teachers are present at primary schools and in classroom, and quantifying how much time teachers actually spent on relevant instruction while in classroom. A total of 20 urban and 20 rural schools were randomly selected in each state ensuring equal distribution by LGFA. The study used timed classroom observations, timed non-classroom activities, as well as interviews from enumerators aimed at getting feedback from their personal observations.

The results of the study reveal that in Bauchi, official timetables for the school day and week designates four hours per day of instructional time, and in Sokoto, 3 hours and 40 minutes. As a result, the school year only offers P1-P3 students a maximum of 780 possible instructional hours in Bauchi and 650 in Sokoto.

UNESCO recommends that schools provide children with at least 850 to 1,000 hours of instructional time per year. Even though most schools in Sokoto and Bauchi posted the timetable, it appears there isn't strict adherence to this schedule in terms of the number of Hausa and English lessons per week and their duration.

In Bauchi, only half of schools claimed to conduct the recommended number of Hausa classes each week for P2, and three-quarters of sites did not cite the appropriate time allotted per class. In Sokoto, more schools claimed to conduct the appropriate number of classes, but most did not allot the appropriate amount of time per class.

The study also revealed late resumption of classes when opening for new school terms. Across both states, 58 percent of HTs responded that their schools began classes at least a full week after the official resumption date, and another 23 percent reported that it began within the first week. Teacher absenteeism was also confirmed to be another reason of instructional time loss. Thirty-three percent of teachers reported that they had been absent at least once during the previous week. HTs reported that teachers were absent

about 10 days a year on average. In 15 percent of schools, HTs could not produce the staff attendance book. During the school observations, only nine of the 36 schools (25 percent) had all teachers present the day of the observation. Seven schools (19 percent) had fewer than half of teachers present. In classroom observations, 19 percent of classrooms did not have any teacher present to conduct a lesson during the observation.

According to the official time table, classes are supposed to begin at 8:00. However, at 33 percent of schools, the first teacher to arrive came at 8:00 or later. On average, rural schools had later arrival times for both the HT and the first teacher to arrive. According to teachers, the school day lasts about half an hour less than the designated time. In both states, the breaks in the timetable were observed to extend beyond their allotted length, typically by at least ten minutes for the longer morning break. The large range of lesson lengths observed also demonstrated little adherence to the official timetable. In Sokoto, where class periods are supposed to be 40 minutes long, the mean observed lesson length was 31.6 minutes. There were also many interruptions to lessons; on average, 17% of class time was lost to interruptions. These results corroborate the preliminary findings of the EGRA midline results, where average Hausa lesson was 40.5 minutes in Bauchi and 38.8 minutes in Sokoto, while lesson averaged 34.0 minutes in Bauchi and 28.3 minutes in Sokoto.

The overarching goal of the LOI transition study is to stimulate data-driven discussions with collaborators and other stakeholders about the timing of the transition from Hausa to English as the LOI.

According to Nigerian Ministry of Education policy, pupils are introduced to oral English in P3 and pupils begin to read in English for the first time in P3 as well. The goal for P3 is for pupils to develop solid reading skills in English—accuracy, fluency, and vocabulary knowledge—in order to transition to using English as the LOI in P4. Unfortunately, baseline data collected by the Initiative indicates that pupils are not prepared to transition to English as the LOI in P4. Close to 100 percent of P3 pupils assessed could not answer a single English comprehension question on the EGRA. This poor performance calls into question the capacity of pupils to speak, read, and write in English in order to learn content area material. Moreover, it suggests that more direct instruction in learning to speak, read, and write in English is needed well beyond the end of P3. Initiative technical experts and other stakeholders have therefore wished to further examine the assumptions behind the current language transition policy and its apparent limitations.

Final report on findings of this study will be available in PY5 of the project.





“Owning and scaling up best practices like NEI Plus EGR (Mu Karantat Let's Read!) Program is necessary if issues around poor learning abilities of pupils are to be addressed.”

Sokoto South LGEA Education Secretary

Sub IR 2.6 State and LGEA systems for extending evidence-based reading instruction to nontraditional, non-formal schools improved and implemented:

An initial technical review of the non-formal reading materials for consistency with EGR best practices was carried out in PY2. During early PY3, the findings from the review were used to inform revision of NFLC learning materials. The new materials for learning to read in Hausa are based on the Mu Karantat materials. The materials are abridged in such a way as to maintain global best practices and meet the needs of NFLC learners and facilitators. The materials may be used at all levels, but the focus of the approach is aimed at beginning readers (between the ages of 6-11).

The materials will be introduced to the new NFLC cohort in PY4.

Sub IR 2.7 State and local government accountability to the public for reading instruction increased:

RAN was able to fully establish 75% of the targeted 200 reading centers in the two states, as well as establishing reading forums in the wards. The Initiative held sensitization and other outreach in Q4 to raise awareness about the importance of these activities, and of reading in general to children's development. The local PTAs and SBMCs, CBMCs, RAN, CSOs, WGs, student and religious groups are being engaged by the project to promote local sourcing of reading materials to increase quantities and access to reading for children while providing additional opportunities for them to practice reading and writing.

In addition, the Initiative engaged education stakeholders in the local governments and communities on best ways parents can support their children's reading at home. The training used

an illustrative IEC material that was easy to read or could be comprehended even by illiterates for the training. Those who attended the clustered trainings included ESs, Social Mobilization officers, Quality Assurance officers, SSOs, Area Coordinators, Scheme organizers, Information officers, CSO's Lead Program Officers, LGA Program Officers, M&E of CSOs, LGA Chairmen and Secretaries of SBMCs, PTAs, CBMCs and CCs. The project used the opportunity to enlighten participants on the structure of the early reading textbooks and what role parents should play, helping children complete their homework.

The CSOs, Social Mobilization and QA officers were tasked with the responsibilities of stepping down the trainings to WGs, CBMCs and SBMCs in each LGA. The project will support them during the stepdown exercise in PY4 Q1. The project distributed over 8000 copies of the IEC materials to the different stakeholders.

The Initiative also supported RAN to develop and distribute a Community Reading Charter outlining the roles and responsibilities of different stakeholders to support reading outcome of children in their communities and LGAs.

The charter developed in Hausa and English in consultation with all state stakeholders was disseminated at state and local government levels. It was formally presented to the Commissioners for Education and ESs in Bauchi and Sokoto states. An event was organized to launch the charter alongside the CRCs in the 20 LGAs supported by the Initiative. It was also an opportunity to showcase the community outreach videos which helped to emphasize the importance of communities to support reading activities. Each meeting had in attendance ES, Deputy Education Secretary (DES), LGA Chairman, LGA Director Social Development, LGA Information Officer (IO), SSOs, SBMC, CBMC, CCs, SAME Area Coordinators, Assistant Program Officer (APO) RAN, religious leaders, traditional rulers, women representative, LFs, Scheme Organizers, CSOs, HTs, EMIS Officers and QA Officers.

Copies of the charter were distributed to participants, who were briefed on the benefits of the CRCs in their communities and reading corners in schools. The roles and responsibilities of different stakeholders in ensuring children embrace the habit of reading both at home and schools was also emphasized.



4. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

4.1 Gender Equality and Female Empowerment

The Initiative defines gender transformation and female empowerment as a process through which women and girls, men and boys overcome gender barriers and inequalities, resulting in equitable education, resilient communities and economic opportunity for all.

The project works to address identified gender gaps/barriers, strengthen skills within a given area, support knowledge and learning exchange with others. It continues to identify gaps and future areas of focus/research and produce action items and concrete plans to be shared through meetings/presentations, ongoing platform, gender talks, seminars, email exchanges and other means of collaboration.

The Initiative ensures equitable and gender-based responsive education in its implementation. In developing TLMs, the project ensures that all materials display girls in a positive manner and these girls are not limited to traditional gender roles. The project promotes equitable education systems combining teacher training, curriculum improvement, policy development and more.

The project has also mainstreamed gender in all community outreach activities engaging and empowering WGs in the communities to serve as advocates for education. The third cohort of NFLCs enrolled 43,849 girls from communities where access to schooling facilities is limited. In PY4, the project is advocating for more employment of female LFs in the NFLCs.



The Initiative continues to demonstrate its support and commitment to gender and female empowerment through its participation in global activities such as the 'International Women's Day' on March 6, 2018.

Staff in Abuja took time out to celebrate women in their lives who had made an impact. A wall of honor was also mounted with pictures to celebrate remarkable women who continue to

make a difference in the world or their families. The Gender Focal Person who led the activity also spoke on the significance of the theme acknowledging that though progress had been made in respect to gender equity, more women need to be present in equal numbers in business or politics. It

was also noted that globally women's education, health and the violence against them is worse than that of men.

In PY3 Q4, the Initiative undertook a rapid gender

Illustrative areas of focus for PY4 activities, dependent on the assessment findings, may include:

- Increasing the number of female LFs in NFLCs
- Leveraging AGLCs and YLCs as places where the project can involve parents and the community on gender norms and practices and female empowerment
- Implementing practices that can improve girls' learning
- Seeking approaches to improve and diversify the vocational trainings available to adolescent girls

appraisal to inform a gender strategy. The rapid gender appraisal will identify gender-related successes and gaps in programming and identify new opportunities to strengthen gender integration in its activities. Aspects of a gender analysis will be incorporated into the assessment to understand the gender norms, barriers, and opportunities in the LGAs where the Initiative operates.

The assessment commenced with a brief desk review, as well as information-gathering interviews with stakeholders in Bauchi and Sokoto states. The stakeholders included state-level government education officials, implementing partners, civil society and academia, and traditional leaders. The information from the desk review and information-gathering interviews was used to inform field methodology, data collection instruments, and participant stakeholder groups. Same-sex focus

group discussions (FGDs) held with parents of primary school-age children, preferably children who were attending schools associated with the Initiative, as well as with female graduates from NFLCs who are 18 years old and older. Approximately 31 individuals took part in the rapid gender assessment data collection.

This activity continues into PY4. The data will be coded and analyzed and triangulated with the information collected through the document review and information-gathering interviews. The final report will include findings and actionable recommendations. The Initiative aims to use the report findings and recommendations to develop a Gender Strategy for the next two project years. The Gender Strategy will include an action plan with concrete activities for each technical unit to undertake to promote gender equality.

4.2 Sustainability Mechanisms

PY3 was a pivotal year for the Initiative to ensure Bauchi and Sokoto states significantly increase their financial and managerial responsibility and "ownership" of the project's key activities. States were to provide 30 percent of the cost of teacher/LF training and TLMs printing and distribution and prepare for the project's final two years in which their responsibility will increase to 70 percent and then to 90 percent in PY5.

for fund releases to co-finance the project intervention as contained in the MoU. In Sokoto state, management led by the Chief of Party paid high level advocacy visits to the Governor of Sokoto state Aminu Waziri Tambuwal and heads of other education agencies. In Bauchi state, the project visited the Honorable Commissioner for Education in absence of the Governor. Due to these engagements, memos earlier prepared by both SUBEBs seeking release of funds from the State Ministry of Finance to print TLMs were approved by the Governors.

The Initiative facilitated discussions between state education MDAs and other machineries of government, who are important to secure more funding for the education sector.

There were several roundtables discussions, which brought together key actors such as Bauchi/Sokoto ShOa, Ministry of Budget and Economic Planning Ministry of Finance and Local Government Councils who are not direct implementers of education and our education partners like SMOE/SMoBE, SUBEB, SAME and LGAs to build consensus on the best way to improve funding (budgeting and release) for basic education. These meetings resulted in positive actions to promote ownership and sustainability of EGR programs in the states. For one, the non-education actors understood the importance of the Initiative interventions and agreed to prioritize them in disbursement of funds through the state budgets. Sokoto state for example learnt from the Bauchi experience and created a special code for the project on the 2018 budget with allotted funds. Before now, the practice was to lump all activities of development partners under a sub-head with no distinction. With the new format, SUBEB can always allocate funding specifically for the Initiative activities on a



We implemented concerted systems strengthening activities to support key agencies at the state and local level to assume these increased responsibilities. One of our strategies was high-level political engagement with government partners in both Bauchi and Sokoto states to press

yearly basis even after the exit of the project.

by the Initiative involving Honorable

There were also several activities implemented to reform the LGEAs and make them more responsive to the peculiar needs of schools under their jurisdiction. In PY4, a stakeholder summit was organized

Commissioners for Education, Chairmen of the 20 focus LGAs, leadership of the SUBEBs and SAME and LGEAs to discuss funding and improvement of the quality of the school system through training and re-training of teachers and school supervision.

The outcomes of the meetings were commitments by the LGA Chairmen and LGEAs to collaborate better on providing education services, LGEAs using their limited funds for teacher training and school supervision and not relying solely on SUBEB and providing logistics for SSOs.

The project witnessed several LGEAs in Bauchi and Sokoto states take on the responsibility for sustaining EGR implementation in their schools. For example, in Sokoto state, LGEAs were sponsoring TPD on EGR. Three LGEAs of Gada, Yabo and Sokoto South in Sokoto state devised innovative ways of training teachers on the reading program at limited cost. The local governments used the pool of teacher trainers initially trained by the project to train teachers in clusters. Teachers were provided with less than \$3 for feeding and transportation. More than 150 teachers were trained by the LGEAs using funds from operational costs.

There were also efforts to mobilize resources from federal agencies for the printing of TLMs. The Initiative management with the Commissioners of Education for Bauchi and Sokoto states paid an advocacy visit to the Honorable Minister of Education to strengthen the existing relationship with the Federal Government and advocate for funds. Although we could not meet the Minister, he was ably represented by the Permanent Secretary. Both Commissioners made presentations on our efforts to reform basic education in Bauchi and Sokoto states through our EGR and non-formal education programs. The Permanent Secretary who was very impressed with our achievements assured that the FMOE will put this on the agenda for discussion during a meeting with the Minister and Governors. He promised to support the development of the NRE.

The team also visited the UBEC, where they met with the Executive Secretary. The meetings were productive, with state partners showcasing how the Initiative interventions have improved access to education opportunities and reading outcome in their respective states; and used the opportunity to solicit for resources for printing and distribution of TLMs which is key to successful implementation of EGR interventions.

The Executive Secretary's requested the state SUBEBs to submit a proposal to that effect. These proposals were submitted and we are following up to ensure that states draw UBEC funding, which is a more sustainable budget pipeline, to printing these TLMs.

Our innovative EGR program is also being sustained through the various interventions of other IPs like UNICEF and NIPER. In Sokoto state, NIPER is expanding the program to 13 other LGAs. NIPER will invest about N104 million to train teachers and reprint our TLMs.

UNICEF is also implementing the reading program and teacher training in 120 UNICEF-assisted schools in Bauchi and 210 in Sokoto.

Beyond advocating for resources to fund our key activities, the Initiative also instituted the SEA process in Bauchi and Sokoto states to provide a framework for measuring total expenditure in basic education. There is now a core team of experts within the State Working Groups (SWGs) within Bauchi and Sokoto states to conduct the SEAs on their own with minimal technical assistance from the Initiative. Already for the SEA IV, the team conducted data entry themselves saving the project N1,700,000 which should have been paid by the Initiative to data entry clerks.

In addition, the SEA is well on its way to being institutionalized within the states. There is now a line item for the SEA in the state MTSS and annual budget, indicating the state's intention to conduct SEA V in the next financial year.

4.3 Local Capacity Development

The Initiative continues to capacitate federal, state and community partners across board. In PY3, the project conducted 37 trainings to expand access to education and improve reading skills for children. (See Annex A for Trainet Report)

4.4 Stakeholder Participations and Involvement

The Initiative has a good working relationship with all of the key players in the basic education landscape in Nigeria. Since coming on board we have registered ourselves in the minds of all actors as pacesetters in delivering a world-class EGR program contextualized for Nigeria.



“I am aware of what the NEI Plus Project is doing in our schools and we have started seeing the impact, therefore we are ever ready to support and contribute in whatever possible way we can to promote these type of activities.”

Muhammad Jabbi Harande, District Head of Shuni, Sokoto state

We are partnering with most education projects in the states. We have also built active partnerships with donor funded agencies like UNICEF, World Bank and DFID who are replicating our EGR model and non-formal education in Bauchi and Sokoto states under projects like NIPEP and Global Partnership for Education (GPE). The Initiative continues to hold several meetings with these IPs to continue to explore areas of collaboration and provide technical leadership and direction.

In particular, we will like to mention the following collaborations:

- The Initiative is part of a planning committee for the 2018 edition of the Nigeria's Annual Education Conference (NAEC) organized by the FMOE. Other partners involved in the event are British Council, Teacher Development Programme (TDP), USAID and Department for International Development (DFID). The theme for this year is "Education for Self-Reliance: A System's approach to Education for the achievement of Education 2030 Agenda". In addition to attending three of the planning meetings, the Initiative has proposed to present four panels at the conference to hold in November 2018. Our topics showcase the impact of our work in reading, access, ICT and Systems Strengthening. They also have our government partners as conveners, evidence holders and policy makers. Of the four proposed topics one was selected: "Systematic approaches to funding, accountability and autonomy as enablers of improved learning outcomes (SEA III and IV for Bauchi and Sokoto States to track state government expenditure and support in resource prioritization)".
- USAID through the project nominated the Permanent Secretary of the FMOE to participate in the 2018 Mobiles for Education (mEducation) Alliance Symposium in Washington D.C from November 6-8, 2018. This year's theme is "Using Technology to Technology to Scale Support for Teachers and Community Educators in Low-Resource Environments". Again the Permanent Secretary will avail the gathering of NEI Plus ICT interventions at the event. It will be an opportunity to showcase our mobile money for LF financial management, coaching and mentoring tools for teachers and media support for community outreach activities.
- We also attended a workshop organized by UBEC and UNICEF to critique the HT Leadership Training Manual reviewed by Cambridge Education. The manual is a consolidation of the work that Education Sector Support Programme in Nigeria (ESSPN) did to reform school leadership and management in their intervention states in Jigawa, Kwara, Lagos, Enugu, Kano and Kaduna. For the Initiative, the manual will be beneficial in strengthening our SSO strategy and leveraging on existing UNICEF activities, to improve state response to demands for accountability and improved school performance. This is on the radar of our reading technical team for consideration.
- NEI Plus could also potentially be collaborating with the International Institute for Local Development (IILD) on the Literacy in Education (LITE) project to be implemented in the FCT. The purpose of the intervention is to improve literacy skills

in primary school children. Having met with the project, IILD hopes to lean on our experience in areas such as use of our MTs, evaluation frameworks, manuals for teacher training and pupils' textbooks. We are still in talks about an agreement with shared obligations and responsibilities.

- Another organization seeking our partnership is the Library Without Borders (LWB). LWB promotes access to information, education and cultural expression. LWB strives to empower people through access to information, creating bridges between the "information society" (libraries, schools, the internet) and people who are excluded from it by projecting innovative tools where people are. In a meeting with management of the Initiative, the organization proposed use of its KoomBook kits consisting of 10 tablets, a video projector and a solar panel for community outreach activities, creation of a national version of Khan Academy adapted to the Nigerian primary school curricula (online and offline version) and translation into English of their online learning platform created for French-speaking librarians to train people in charge of school and community libraries.
- The Initiative also attended a meeting on the revitalization of the GPE Local Education Group and the Education Sector Plan design at the UNESCO Regional Office in Abuja. The meeting also discussed extensively the allocation for Nigeria and grants mechanisms to access the fund. The Initiative's representative at the meeting highlighted some of the project's achievements with implementing the EGR program and how our resources could be tapped in some of the interventions.
- Our legacy partners- FOMWAN, CSACEFA and RAN and three high performing CSOs each from Bauchi and Sokoto states have sent Expressions of Interest (Eoi) to the Strengthening Advocacy and Civic Engagement (SACE) Project to attend a three-day capacity building workshop on approaches and tools for collective impact programming. The event seeks to share out the learning and toolkit the project has developed over its four years of implementation. It will hold from 16-18 October, 2018. This is a way to continuously build the capacity of our CSOs managing grants for our non-formal education program and promoting reading.
- NEI Plus also attended the USAID Nigeria Education Partners Meeting on September 26, 2018 at the embassy. All projects were adequately briefed on updates from the Education Office Director Denise O'Toole, communications team, Security Liaison Specialist, Resident Legal Officer and Deputy Program officer/USAID gender focal point. A major action is a wider meeting of all partners on October 10-11, 2018 organized by the Peace and Democratic Governance Office to prepare projects for the forthcoming elections.
- In Sokoto state, the Initiative collaborated with UNICEF in various activities to replicate EGR in the state. The project supported with MTs and training materials, identification of 35 schools in Biriji, Bodinga, Goroyo, Gudu and Kebbe LGAs, training of 496 teachers and conduct of the ASC.

- The SMOBSE in the state set up a Coordination Committee for the activities on Integrated Qur'anic Education (IQE) implemented by UNICEF. The Committee is chaired by the SUBEB Chairman. The Initiative attended the inaugural meeting convened by the Hon Commissioner for Basic and Secondary Education.
- UNICEF is supporting 608 IQEs in Sokoto states. The Terms of Reference (ToR) for the committee include providing strategic guidance on IQE as a pathway for achieving UBE, coordinating agencies supporting IQE and ensuring commitment of adequate resources to meet the needs of learners amongst others. Based on the ToR, the committee suggested further activities such as developing a unified operational guideline for IQEs and developing a work plan. The Initiative will continue to attend meetings of the committee to keep abreast of developments.



5. MONITORING AND EVALUATION PLAN

Project management is an iterative process that requires adjustments as the context changes. After two years of the Initiative's implementation, it was evident that some indicators no longer served the purpose as was initially thought and there was need to revise the AMEL Plan to ensure that it adequately measures progress of the project. Some indicators were revised, some dropped, while others (mostly USAID standard indicators) were incorporated into the AMEL Plan. Additionally, there was review of indicators retained in the performance reporting system (PRS), which is a USAID web-based indicator reporting interface. Not all indicators in the AMEL plan are reported in the PRS. Selection of indicators for the PRS was based on the needs of the client (USAID).

Routine Monitoring Activities

Over the course of the year, the MEAR unit conducted several monitoring visits to validate the quality of performance data collected and reported by the project. One monitoring visit was conducted per quarter in each state for a total of eight visits in both states over the duration of the year. It is important to note that MEAR Unit also participated in several other joint monitoring visits and other adhoc monitoring visits based on need. These visits allowed the MEAR Unit to verify reported data, examine any discrepancies in reporting, and uncover issues with project implementation. Monitoring visits were conducted to NFLCs as well as formal schools, with a view of ensuring that activities were consistent with the work plan, while also analyzing both positive and negative trends in data management.

“**Taking ownership of and sustaining a project like NEI Plus that aims for a better society through basic education is mandatory for us to better the lives of the people. I am ever willing to support; you just need to keep us informed when such needs arise.**”

.....
Dr. Balarabe Shehu Kakale Shuni -
Hon. Commissioner for Health Sokoto state

Some of the notable and common findings during these visits include incomplete filling of school registers, discrepancies between summary enrollment forms and registers and inconsistency in methodology for recording school drop-outs. Majority of schools do not keep records of trainings, hence cannot ascertain who participated in what training. Some SBMCs did not meet regularly and their meetings were adhoc. These issues were observed regardless that the Initiative trained CSOs in data management practices. As is always the case, once these issues are noticed there is on the spot coaching and follow up with respective technical units to ensure that the concerned parties make corrections.

Trained State CSOs on M&E basics and use of tracking and routine data collection forms

In pursuit of strengthening CSOs capacity in monitoring and improving the quality of data reported, a two-day training on use of tracking and routine data collection tools was conducted in both Bauchi and Sokoto states. The Bauchi training was organized from April 12-13 2018, while in Sokoto it was held from April 17-18, 2018. The training targeted the

CSO Programme Officers and CSO Monitoring and Evaluation Officers. The training covered the fundamentals of monitoring and evaluation, managing center attendance registers and maintaining quality of data, and also included practical sessions on use of M&E forms and tablets. The training directly benefited 95 CSOs staff in both Bauchi and Sokoto.

Table 5: Number of CSO staff trained in M&E basics and use of routine monitoring forms

State	Male	Female	Total
Bauchi	33	16	49
Sokoto	37	9	46
Grand Total	70	25	95

Furthermore, the Initiative organized a step-down monitoring and data management training for CSO LGA program officers at cluster level. The training focused on the role of M&E and Program LGA Officers in establishment of the centers, validating selected beneficiaries, activities and targets based on the work plan. The step-down training also covered all the training topics provided during the state level training on M&E basics and use of routine monitoring forms. Table 6 below shows number of CSO staff trained during the step-down training.

Table 6: Number of LGA Program Officers trained in M&E basics and use of routine monitoring forms

State	Male	Female	Total
Bauchi	78	16	94
Sokoto	81	13	94
Grand Total	159	29	188

Conducted training for EMIS Officers in database management

The Initiative conducted a database management training from May 21-22, 2018 in Sokoto and from May 25-26, 2018 in Bauchi to resolve issues surrounding data management of NFLCs in the states. This was a follow up activity on the establishment of NFLC code structure and process for establishment of NFLCs conducted in June 2017.

It was noted that in Sokoto, SAME did not have an account of all the NFLCs established in the state. SAME also had not yet generated codes for NFLC as per the June 2017 training.

The process of reporting NFLC data from the LGAs to the SAME office in the SMOE was fragmented thus leading to data not being properly communicated to EMIS officers at the state level. In Bauchi, BASAME had a central database containing all existing NFLCs in the state as at the time of the visit. Unique codes had been generated for each of Bauchi's NFLCs in the database and there was a working system for collecting and reporting NFLC data.

Since Sokoto state did not have any available state-level NFLC data, they made use of NEI Plus NFLC Cohort 3 data for SAME to generate NFLC codes. The EMIS Officer for Sokoto was tasked with the responsibility of following up with SAME to ensure that the repository for all centers in Sokoto state is created as agreed with the Permanent Secretary. In Bauchi, NEI Plus provided BASAME with the Initiative's centers for NFLC code generation.

Quarterly M&E Coordination Meetings

The MEAR Unit organized two quarterly coordination meetings aimed at reviewing work progress by the MEAR TWG. The meetings provided an opportunity to discuss challenges, opportunities and strategize monitoring, evaluation, assessments and research work in the states. PY3 approach was to bring the MEAR TWGs from the two states into one so as to facilitate learning across the two states of Bauchi and Sokoto. This has proved to be a very good initiative as we have witnessed the two sides exchanging and implementing some joint ideas. One such example is sharing of the LEMA dissemination process by the Bauchi team, which in a way inspired the Sokoto team to follow suit.

The meeting particularly planned for PY4 MEAR activities for inclusion in the Initiative's annual work plan. During this meeting, it was agreed that PY4 should see the states taking a leading role in MEAR activities while the Initiative staff should provide technical backstopping. It was also suggested that the LEMA should be a termly activity and that the MEAR TWG should lobby for support from the states to ensure that it becomes a funded activity under states' budgets. Furthermore, the meeting agreed to strengthen joint monitoring and supervision visits to the schools and centers in PY4. The MEAR TWG for Sokoto indicated that the Initiative MEAR Unit can schedule the plan of monitoring activities in consultation with the state, while the State MEAR TWG can support transport costs.

Data Quality Assessments (DQA)

The Monitoring, Evaluation and Learning (MEL) Project conducted two sets of DQAs during PY3. The first set was conducted in Sokoto state from October 30- November 1, 2017. The exercise was a continuation of the DQA exercise conducted for the Initiative's Abuja and Bauchi states in PY2. The DQA report for this phase was shared with the Initiative in February 2018. There was concern as regards the integrity and reliability of enrollment data that the Initiative reports on through the ASC. The MEL noted some discrepancies in enrollment numbers which they found at schools through the ASC forms and those that were captured in the Initiative's database. The Initiative however clarified that ASC data is

secondary data and the Initiative reports it as such without any amendments. The Initiative further advised the MEL Project to follow the data flow trail in order to understand the data better; in this case they should have checked ASC data from the states and compared with data reported by the Initiative.

The second phase of the DQA was conducted from July 23-27, 2018 in Bauchi and August 13-15, 2018 in Sokoto. The DQA looked at four indicators that consisted three standard indicators and one custom indicator. The indicators audited, include percentage of state's contribution towards TLM, number of administrators trained, number of educators trained and percent of learners demonstrating reading fluency and comprehension of grade level text at end of grade two. The findings of this DQA are yet to be shared with the Initiative.

Mid-term Evaluation

The MEL Project conducted a mid-term evaluation of the Initiative. The mid-term evaluation commenced on October 10, with interviews with the Initiative Abuja team before heading to Sokoto and Bauchi states for a period of two weeks. The team of evaluators which interviewed key stakeholders at state level, interviewed the Initiative's state teams and visited selected schools and NFLCs. The findings of the report were largely positive.



Project management continues to provide technical coordination of project activities, day-to-day managerial oversight of the field office, and respond to requests from Creative HQ and USAID. We continue to plan activities to avoid situations where we stress our resources or put undue pressure on our partners.

The project conducted state level work plans for PY3 culminating in a central workshop in Abuja with implementing partners (EDC, OSC and FSU), federal partners- FMOE, NERDC, NCCE and UBEC and state partners- SUBEB, SAME and SMOE (the Commissioner for Basic & Higher Education Sokoto state) in attendance from August 27-31, 2018.

The work plan was submitted on September 26, 2018. In the interim, the project is continuing with all carry-over and routine activities but not initiating any new activities until the work plan and budget have been approved.

Personnel/Human Resources (HR)

The activities of the project HR in Y3 included some staff hires in both Bauchi and Abuja. A



Procurement & Logistics Assistant and LGA Access Coordinator were hired in Bauchi while a Grant Officer, Office Manager and Project Driver were hired for the Abuja office. Following the project Grant manager's resignation, the recruitment process for a suitable replacement has been initiated. Some consultant agreements for the graphic artists were also renewed so they can work with the Reading Unit. Annual staff performance reviews were conducted on the anniversaries of the staff. Compliance with established policies and procedures were ensured while meeting project expectations by staff. Staff insurance issues were also managed especially for new staff.

Procurement

In PY3, there were some procurements of TLMs which includes the following:

Reading Unit (Formal Schools) Supplementary Reading Materials	935,000 copies
Access & Fragility Unit (Non-Formal Schools) Mu Kanatala Let's Read	599,200 copies

Other procurements include:

Script writing & studio rental	USD24,722.22 (In progress)
ICT Materials for Teacher Education Centers	USD38,555.55 (In progress)
Supply of school kits for NFLCs in Bauchi	USD 81,022.5 (In progress)

The procurement of 227 pieces of tablets and 177 pieces of solar chargers for the non-formal program in both Bauchi and Sokoto states was initiated. This procurement is being handled at the home office because of the unavailability of the specified items in Nigeria.

Some IT equipment (two heavy duty scanners) was also procured to support the grant staff in program implementation.

Project procurement unit ensured compliance in all the procurements to support program activities both in Abuja & Bauchi and also supported the Sokoto office when called upon. The vendor database was updated, awards were properly advertised to ensure competitiveness and the Blanket Purchase Agreements with service providers were managed well. There were quarterly visits to the Bauchi office to ensure compliance in the state procurements and also to identify gaps, support and train staff accordingly.

Logistics

The operations team coordinated office and fleet management, facility and utilities were maintained, liaising with government agencies to process STTA travel documents was done regularly, we managed the lease agreements and contracts for non HCN staff and received and tracked all correspondences coming into the office. With respect to program logistics, the Initiative ensured that both road and air travels were planned well in collaboration with the project security advisor to ensure safety. The expendable and non-expendable inventory of the project was constantly updated and periodic inventory verifications conducted to ensure compliance with Creative and USAID policies.

Communications

The project's communication team implemented a number of activities publicizing achievements and raising awareness of its objectives to stakeholders and the general public.

- Several editions of the Initiative bi-weekly newsletter were published and shared with more than 1,000 local, state and federal partners including our direct beneficiaries. All the newsletters can be viewed here: <http://neipius.com/newsletters/>
- News stories were posted on the NEI Plus website highlighting key achievements of the project. All stories can be viewed here: <http://neipius.com/category/news/>
- Stories promoting the project's achievements were also posted on Creative's websites. The links are below:
 - <https://www.creativeassociatesinternational.com/feature-story/reshaping-education-one-textbook-time/>
 - <https://www.creativeassociatesinternational.com/feature-story/local-radio-voice-literacy-education-nigeria/>
 - <https://www.creativeassociatesinternational.com/stories/building-on-nei-plus-education-gains-nigerian-state-governments-take-larger-role-in-the-project/>
 - <https://specialreports.creativeassociatesinternational.com/new-education-policy-briefs-help-improve-learning-nigeria/>
- A multimedia package on the successes of the project in Sokoto state was disseminated widely across media platforms. The link for viewing the video on the Creative website is here: <https://www.creativeassociatesinternational.com/multimedia/nigeria-a-new-chapter-for-literacy-in-northern-nigeria/>
- USAID also began to publish the US Naija Weekly, the Nigeria weekly online newsletter published for less formal reporting of results, and the Initiative has featured on it with stories below:



- The project also conducted high visibility events to showcase our achievements and attracted the attendance of key personalities within federal and state governments and the USAID Mission. Two of such events were the screening of our community outreach videos at the USAID Embassy and the Peace Nexus Events. The events were attended by the USAID Mission Director, Commissioners of Education, implementing partners such as DFID, UNICEF, FHI/360 and local CSOs. The videos have been well received and in PY4 we will conduct many of these activities that continue to position us as a leader in educational development.

Procurements for PY4 Q1

- Procurement of additional SRMs and TLMs for NFLCs.

“Seeing the impact and positive outcomes from one of the SSOs, Quarterly Review Meetings at the LGfEA and witnessing the TLMs brought for distribution to schools, I believe, NEI Plus is an excellent project that will enhance and provide quality education to the younger ones for a better society.”

Abubakar DantaSallah, Chairman Dange Shuni LGA Council, Sokoto state



7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

Key activities under IR 1 are:

- Conduct school community mapping
- Develop and implement quality and safety standards, benchmarks and conflict-sensitive risk reduction measures
- Develop and implement institutional performance scorecards
- Train officials, schools and communities on school quality, safety and conflict sensitivity
- Develop and implement NPLC model with child-friendly spaces and expected literacy, numeracy, and life skills outcomes
- Technical support to community structures and CSOs to conduct joint advocacy visits to all traditional institutions at LGAs and Sultanate at state level.
- Conduct Royal Father Summit.
- Mentor CSOs to monitor campaign implementation by CBMCs, CCs, WGs and youth on outreach activities/ key messages needed to complement media outreach.

Key activities next quarter under IR 2 are:

- Develop new reading policy briefs for Text and Testing in collaboration with the central office
- Support NERDC to implement activities towards a NRF
- Present Text and Testing policy briefs to the federal and state stakeholders
- Conduct federal and state level political engagement advocacies on scale-up of EGR activities
- Conduct advocacies to state policy makers on increasing budgetary allocation for education and EGR activities
- Conduct LGEA round table meeting with community leaders, education managers and CSOs on resource mobilization of local resource to support EGR
- Print and distribute TLMs for teachers and pupils in P1, P2 and P3
- Print TLC and CLC record book for pilot in the selected schools
- Support and provide technical assistance to states in the implementation and development of costed 2018 & 2019 TPD plan
- Facilitate MTSS quarterly review meetings
- Collaborate with the central office, MBSE, SAME, SUBEB in order to access state funds committed to EGR reading materials procurement and in the incorporation of these costs in the state and LGEA SESOP and MTSS plans
- Distribute and track EGR supplementary materials with support from the central office

- Support the conduct of quarterly meetings between the EIDs of the CSOs and the government agencies for skills transfer and local ownership of the Initiative's models
- SS Meetings with Technical Working Groups (TWG) to streamline the activities of the project.
- Intensify Support to LGEAs on Schools/NFLCs monitoring, PLC meetings at school and cluster levels
- Encourage LGEAs to conduct review meetings, harmonization and dissemination of LGEAs' monthly monitoring and mentoring reports at the LGEAs/State levels
- Support RAN framework on the usage, maintenance and management of both CLCs and school reading corners.
- Encourage RAN to conduct Reading Competitions among schools and centers in the state
- Facilitate LGEAs/schools to intensify their effort in maintaining PLCs' record at LGEAs schools and cluster levels
- Support MTs in regular mentoring and coaching visits to schools to improve the capacity of the SSOs.
- Conduct advocacy visits to Emirs, District-heads, Religious and Traditional leaders to support reading program
- Printing and distribution of school performance scorecard (SPSC) to LGEAs and schools
- Support Basic Education Steering Committee meeting with the relevant stakeholders
- Support MoE/SUBEB to facilitate development of state costed unified Basic Education operational plan and bi-annual review of annual Basic Education operational plan
- Deployment of Teacher Management Information System (TMIS) application to states and training of EMIS personnel in the state and LGEAs on the utilization of TMIS application
- MTSS quarterly review meetings
- Support state to develop 2018-2028 State Education Sector Plan

STTA from the Initiative during the next quarter will include the following:

Susan Ross - EDC	Semere Solomon - Project Director, NEI Plus
Marina Yalon - M&E Specialist	Carl Voshoh - Programme Specialist, Creative Associates
Kristi Fair - Systems Strengthening Specialist	Dr. Marion Fesmire - Literacy & Pedagogy Specialist
Dr. Adrienne Barnes - Literacy & Pedagogy Specialist	Josés - Grants Manager
Adrienne Barnes - Pre-service EGR Specialist	Simon James - ICT Advisor
Bob Arsenault - Communications Specialist	Norman Evans - Policy Expert
Maria Lucus - Communications Specialist	

8. ANNUAL REPORT MATRIX

NEI Plus Y3 IR I Work plan

Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct. 2018 – Sept. 2019)	
IR 1. Government systems strengthened to increase the number of students enrolled in appropriate, relevant, approved educational options, especially girls and OOSC in target locations				
1.1 Increased number of educational options that promote quality and safety				
1.1.1 Develop and implement quality and safety standards, benchmarks and conflict-sensitive risk reduction measures	1	Conduct review workshop on school/center safety guidance at the center/school level	Document reviewed and documented, safety awareness message integrated into training of LF and HT/Teacher training	Planned in Y4 Q2 as feedback meeting to review community action on school and center safety
	2	Develop SMS and IVR messages for parents and educators and CSO on Safety awareness raising and Conflict sensitivity	SMS and IVR sent as scheduled	Planned in Y4 Q1 & Q2 to extend safety and conflict sensitivity messages to all 20 LGAs through SMS/IVR
	3	Deliver SMS/IVR on Safety risk reduction and conflict sensitivity to LFs, CSO, CBMC, SBMC	SMS and IVR sent as scheduled	Planned in Y4 Cohort 4 to deliver SMS/IVR on Safety risk reduction and conflict sensitivity to LFs, CSOs, CBMCs and SBMCs.
	7	Use of Annual School Census (ASC) and other school-level data on access.	ASC and other school level data on access properly being utilized	The activity will be conducted in PY 4
1.1.2 Build state capacity to conduct Institutional Capacity Assessments and address capacity gaps				

1.1.3 Provide teaching and learning materials to NFLCs that prioritize EGR and wellbeing; strengthen government structures to coach facilitators and teachers in conflict resolution and other topics	1	1-day meeting of small expert group to review and revise existing reading/literacy materials being used in NFLCs (1 day)	Reading/literacy materials reviewed	In cohort 4 Y4 the revised TLMs will be shared and used
	2	1-day meeting of small expert group to review and revise existing life skills materials being used in NFLCs (1 day)	Life skills materials reviewed	Not in Y4
	3	4day small expert group to review existing apprenticeship guidelines and programming, to design materials for NFLCs	Apprenticeship guidelines/program reviewed	Apprenticeship program to be implemented in 592 NFLCs in 20 LGAs
	4	Digitize Classroom and NFLC Mentoring and Monitoring tools	Digitized tools in existence and ready for use	Continue coaching and Mentoring to 1972 NFLCs
	5	Training on Classroom and NFLC Mentoring and Monitoring tools	MFs and education officials trained on classroom, NFLC mentoring & monitoring tools	To be conducted in PY4 whenever there are updates in the tools

1.2 Strengthened systematic approach to school management and supervision

1.2.1 Restructure and reconstitute CBMCs in NFLCs	6	Training on Classroom and NFLC Mentoring and Monitoring tools	Training of MFs completed	In Y4 Q1 80 MTs/MFs will be trained to support Mentoring and Coaching
	7	Preparation of relevant distribution documents	Documents distributed (??)	Not in Y4
	8	Restructure and reconstitute CBMCs in NFLCs	CBMCs reconstituted at cluster level (x10 members per cluster)	Not in Y4
1.2.2 Support policy dialogue and school-level activities to manage influx of new learners in formal schools	1	Hold policy dialogue with Ministry and other state actors on handling the influx of learners with the start of the World Bank-funded access activities; support strategy and plan for managing the increased numbers of learners at the LGEA and school levels.	Mechanisms for catering for overcrowded schools/classrooms developed (e.g. increased space, double shifting, multi-grade teaching etc.)	This will be repeated in PY4

1.3 Standardized NLFC model ensures education for vulnerable children and youth

1.3.1. Implement NLFC model	1	Support the state SAME to establish 664 NFLCs	664 NFLCs per State established	In Y4 1972 NFLCs will be established
	2	Conduct 5 days training for new LFs on learning materials and model	New learning Facilitators trained	In Y4 Q1 1972 LFs will be trained on EGR integrated materials
	3	Identify children with special needs within the enrolled learners and refer to established state centers	Children with special needs identified	Not in Y4
1.3.2 Identify and support pathways for NLFC students to enter formal schools and vocational education.	1	Develop guidelines for mainstreaming (including improved assessment) NF learners into P4 or post-literacy programs, and for the transition to vocational-technical education opportunities	Guidelines for mainstreaming & for post-literacy/ vocational-technical education developed	In Y4 Research study on Mainstreaming will be conducted
	1	Provide updated NFL materials to NFLCs/learners	NFL core learning materials are printed and distributed	Planned in Y4 Q1 to share EGR integrated TLMs
1.3.3 Provide core teaching and learning packages to NFLCs, adapting The Initiative EGR materials for use in NFLCs				

1.4 Strengthen CSO capacity to mobilize PTAs, SMBs, and communities around reading and access

1.4.1 Identify, mobilize, and train CSOs to strengthen PTAs, SMBs, CBMs, CCs, CEF, Mothers' Groups, and communities around reading and access	1	Orient CSO awardees	CSOs awardees oriented	To be repeated
	2	Conduct Institutional Capacity Assessments of new CSOs	ICAs completed	To be repeated
	3	Conduct Pre-award assessment	Pre-award assessment report completed	To be repeated
	4	CSO Budget & Work plan Review Meeting	CSO Budgets and work plans reviewed with CSOs	To be repeated
	5	Conduct quarterly performance Assessment of Grantees	Successes/Gaps identified	To be repeated
	6	Monthly feedback meeting with Grantees	Monthly Activities of CSOs reviewed and way forward discussed	To be repeated
	7	CSO Quarterly Review meetings	Activities of CSOs reviewed and way forward discussed	To be repeated

	8	Monthly monitoring of activities implemented by CSOs	CSOs mentored, Coached, gaps identified and way forward	To be repeated
	9	Two days training for CSOs on NFLCs Record and Record Keeping	CSOs Trained on NFLCs Record and Record Keeping	CSOs to be trained on Financial Management, fund retirement & Reporting
	10	CSOs Conduct LGA Level Step - Down Training for LFs on Record & Records Keeping	LFs Trained on Record and Record Keeping	This will be repeated for 1972 LFs
	11	Community dialogues around key issues and finding solutions to challenges on enrollment, reading, retention and transition.	Identify community-drive core advocacy goals	To be repeated
	12	Develop and Implement CSO training program on community engagement	Training program implemented	Not repeated
	13	Capacity Development for CSOs and LGA Coordinators, and state partners on Community Mobilization Strategy year 3	CSOs and LGA Coordinators effectively implement year 3 activities	Strengthen CC on Advocacy, Resources Mobilization, Networking, Coaching and Mentoring of other community structures

	14	Support through mentoring development of communications plans and community mobilization by state partners	Communication and Community mobilization plans developed by state partners	To be repeated
Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Outputs achieved during	
	15	Mentor CSOs, to monitor campaign implementation by CBMCs, CCs, women groups and youth on outreach activities/ key messages needed to complement media outreach	Community partners trained on outreach activities and use of key messages	To be repeated
	16	Develop CSO milestone completion tracker on Tablets	Facilitate tracking of activities by all CSOs using technology	Completed
	17	SMS and IVR messages to support CSO activities	Develop, pilot and disseminate SMS and IVR messages	Ongoing activity to be repeated in PY4
	18	Community outreach tracker tool	Tool design, testing and implementation	Not to be repeated in PY4
	19	House to house surveys - develop tool	Tool design, testing and implementation	Not to be repeated in PY4

	20	ICT tool to disseminate community mobilization and coaching resources	Tool design, testing and implementation	Ongoing activity to be repeated in PY4
1.4.2 Learning Facilitators coached, mentored and monitored to implement curriculum	1	Conduct 5-day training on curriculum including safety awareness raising) for new LFs	New LFs trained on curriculum and safety awareness	In Y4 80 MTs/MFs will be on coached and mentored along with curriculum
	2	Launch SMS/ IVR pedagogical curricular messages and two-way SMS/ IVR data collection to support facilitators/ teachers	State MoE have capacity to develop and launch data collection support	In Y4 pedagogical messages will continue
	3	Planning, coordination and follow-up meetings	Monthly meetings to coordinate with partners on activities covered in 1.5.1	Planned in Y4 to have more coordinated feedback meetings
	4	Digitization of SSS tool	Carryover to PY4	
	5	Training and data collection for the SSS tools	Carryover to PY4	
	6	Launch SMS/IVR for pedagogical, curricula messages	SMS/IVR for pedagogical curricula messages launched, effectiveness monitored	SMS/IVR for pedagogical curricula messages to continue

	7	Quarterly meetings with other education IPs and government agencies.	Quarterly meetings to ensure collaboration and reduce duplication of efforts	Support Coordination Meeting of EDs of CSOs, IPs and Government Partners
	8	Improve use of Mobile Money as payment platform for LFs	LF and Staff Trained on Improved Mobile Money payment system utilized across the project	To be repeated in PY4
	9	Improve use of Mobile Money as payment platform for LFs	LF and Staff Trained on Improved Mobile Money payment system utilized across the project	To be repeated in PY4
1.4.3. Provide media and community mobilization support to CSOs and CCs	1	Use behavior change messages to produce and broadcast videos, radio drama and interactive radio programs for community film shows and radio listening groups to promote reading and access for education.	Videos and radio productions used for information activities in communities	An ongoing activity producing media campaigns to support community mobilization activities
	2	Mentor state partners to develop and/or adapt existing communication and mobilization strategies	Finalized materials will be shared with Government partners, CSOs and community structures	Not to be repeated
	5	Collect success stories from state on access and reading on a quarterly basis.	Success stories collected and disseminated	An ongoing activity to be repeated in PY4

	6	Monitor and evaluate impact of media and ICT behavior change communications messages	Impact of media and ICT bcc messages	Monitor and evaluate impact of community mobilization and communication messages on access and community support for EGR
	7	Conduct Training and develop mentoring program on implementation of Advocacy strategy for community mobilization unit	Community mobilization unit step down training to CSOs and community structures	Monitoring, mentoring and coaching of CSOs and community structures to deliver well in their activities
	8	Conduct community mobilization/ awareness campaigns on enrollment, retention, transition, and EGR reading using traditional and new media such as SMS, IVR, mobile video units, pico projectors	Communications outputs: radio ads, posters, community events, product for tablets to be distributed in community.	To be repeated
	9	Planning, coordination and feedback meetings	Monthly meetings to coordinate with partners on activities covered in 1.5	To be repeated

NEI Plus Y3 IR 2 Work plan

Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct. 2018 – Sept. 2019)	
IR 2. Government systems strengthened to improve reading outcomes for primary grade learners in target locations				
2.1 State and LGEA policies, timetables, and standards for reading instruction and performance improved and implemented				
Develop state-level policy reform frameworks (Activity 2.1.1).	1	Finalize reading policy briefs and present to relevant state and federal stakeholders	State level Reading enabling policies drafted and shared	Develop new reading policy briefs for Text and Testing in collaboration with the central office
	2	Conduct Political Engagement advocacies to state policy makers on increasing budgetary allocation for Education and Early Grade Reading Activities (Round Table)	Advocacy visit to solicit for increase in state Basic Education budgetary allocation conducted.	HHold a workshop to develop different messages on policy briefs tailored to different target audiences (policy makers, SBMC & CSOs) ** Present Text and Testing policy briefs to the federal and state stakeholders.
	3	Workshop to develop, plan and budget (MTSS) implementation of EGR reading enabling policy reforms, including guidelines, policies, charters, and other relevant regulations based on policy briefs	MTSS includes Reading Enabling Policy reforms	In PY4, the unit will review the developed MTSS document to ensure implementation of the EGR related guidelines.

	4	Workshop with key stakeholders in Y3 selected LGEAs to introduce policies related to Hausa timetable, teacher deployment, TLM distribution, SSO selection and roles, selection TOTs and Mu Karantai Let's Read! approach.	LGEA stakeholders oriented and commitments to policies and strategies of the Mu Karantai Let's Read! approach.	Conduct federal and state level political engagement advocates on scale-up of EGR activities
	5	Hold policy dialogues in the states based on evidence from mini-EGRA, classroom observations, M&E and research findings.	Report on Policy Dialogues and way forward	Conduct federal and state level political engagement advocates on scale-up of EGR activities
	6	Develop new reading policy briefs based on policy dialogues for 2018 in collaboration.	2018 Reading Policy Briefs Developed	Conduct federal and state level political engagement advocates on scale-up of EGR activities
	7	Conduct Federal level political engagement advocates on EGR activities	Minutes of meetings with key policy makers	Conduct federal and state level political engagement advocates on scale-up of EGR activities
	8	Support NERDC with consultants (International and Local) to develop a Nigerian National Reading Framework	To be implemented in PY4	This is an ongoing activity

	9	Support NERDC to hold a series of meetings to sensitize federal and state stakeholders of the need develop a national reading framework	Reports with outcomes of meetings	Support NERDC to hold a series of meetings to sensitize federal and state stakeholders on the need
	10	Support NERDC to develop a plan for the development of a national reading framework	Draft plan of action to develop a national reading policy framework	Support NERDC to develop a plan for the development of a National Reading Framework
	11	Support NERDC to Collect stakeholder opinions and perspectives through questionnaires and other instruments.	Tools and instruments developed, data collected, reports written and draft recommendations to stakeholders developed	Support NERDC to collect stakeholder opinions and perspectives through questionnaires and other instruments on the National Reading Framework
	12	Support NERDC to hold a series of meetings with stakeholders nationwide to gather input for the National Reading framework	Reports of meeting and recommendations coming out of review of draft recommendations	Support NERDC to hold a series of meetings to sensitize federal and state stakeholders on the need develop for a National Reading Framework ** Support NERDC to hold a series of meetings with stakeholders nationwide (including regional) to gather input for the National Reading framework

	13	Support NERDC to develop Draft National Reading Framework	Draft National Reading policy	Support NERDC to develop a plan for the development of a National Reading Framework
	14	Support NERDC to vet draft National reading framework and prepare a memo to be presented to the JCCE and the National Council on Education (NCE)	To be implemented in PY4	This is an ongoing activity
	1	Develop and implement institutional scorecards for reading instruction and performance (Activity 2.1.2).	Collaborate with NERDC to develop School level reading performance scorecards with reading benchmarks and teacher performance standards	Scorecards developed
	2	Train SSOs on reading benchmarks and use of institutional score cards at school level	To be implemented in PY4	To be implemented in PY4
	3	Monitor and support schools, Teachers, HTs, PTAs, SBMCs) to use institutional score cards to help improved education at school and at home.	To be implemented in PY4	To be implemented in PY4

	4	Provide technical support to SAME/ BASAME to develop center performance score card	Scorecards developed	Conduct the second phase of the activity in PY4 through the provision of database to the NFL agency for data management to inform decisions.
Develop, validate, and apply standards frameworks for student performance (Activity 2.1.3).	1	Disseminate and validate EGR performance standards, benchmarks and targets for pupils (RTWG and BESC at the state level)	EGR performance standards and benchmarks disseminated to RTWG and BESC	Disseminate the EGR performance standards, benchmarks and targets for pupils and teachers (RTWG and BESC at the state level)
	2	Apply pupils standards and benchmarks to institutional scorecards	To be implemented in PY4	To be implemented in PY4
	3	Revise student benchmarks based on midline EGRA	Revised benchmarks	Revise student benchmarks based on midline EGRA
Develop, validate, and apply standards frameworks for teacher performance (Activity 2.1.4).	1	Develop, disseminate and validate EGR performance standards, benchmarks and targets for teachers	Teacher performance standards for early grade reading developed	Support LGEAs to disseminate student standards and benchmarks to SSOs, teachers and head teachers
	2	Apply teacher standards and benchmarks to institutional scorecards	To be implemented in PY4	To be implemented in PY4

Support states and LGEAs develop, implement, and refine student performance and EGR improvement policies, especially for time-on-task and language transition timing. (Activity 2.1.5).	1	Refer to 2.1.1 (propose to delete this activity because it is covered under 2.1.1		
Gather and apply evidence to determine the appropriate grade of transition to English reading (Activity 2.1.6).	1	RTWG meetings to gain support for study.	RTWG Meetings conducted	Conduct quarterly joint RTWG meetings
	2	Carryout transition to English study	Data collected	Done
	3	Analyze results	Report and Recommendations completed	Ongoing
Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct 2017 – Sept. 2018)		Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct 2018 – Sept. 2019)
	4	Develop recommendations and present to NERDC, SUBEB, UBEC, FMOE	Report on outcomes on meeting on recommendations with next steps.	To be implemented in PY4
Strengthen Appropriation and Disbursement process within the state and LGEAs (Activity 2.1.7)	1	Conduct SEA IV for school year 2015/16	Collaboration and preparation meetings held, data collected and analyzed	System strengthening unit in PY 4 will support the implementation of SEA III & IV in Bauchi and Sokoto states.

	2	Dissemination workshop reports and recommendations for way forward	Dissemination workshop reports and recommendations for way forward.	In PY4, the project will support the dissemination of SEA IV to the government and policy makers of Bauchi and Sokoto states
	3	Implement SEA IV recommendations	SEA recommendations integrated into MTSS	In PY4, the project will support the dissemination of SEA IV to the government and policy makers of Bauchi and Sokoto states.
2.2. State/LGEA systems for development, approval, and distribution of decodable readers, Teacher guides, and supplemental materials for EGR instruction improved and implemented				
Collaborate with NERDC and the SUBEBs to update, validate, and produce scopes and sequence, linguistic maps, and student workbooks for Grades 1-3 in Hausa; introduction of oral English in P2; and transition to English EGR in P3 (Activity 2.2.1).	1	Support NERDC and SUBEBs to develop linguistic maps in the two states to support improved teaching and learning	Linguistic maps developed which show P1-3 teacher, pupil and community languages. Report of analysis of maps and recommendations for improved teaching and learning derived and disseminated among key stakeholders	
Work with appropriate agencies to procure, produce, print and distribute SRMs (Activity 2.2.2)	1	Collaborate with ERDC, SMOE, SUBEB, SAME and the central office in the development of the tender documents, procurement, and distribution process of SRMs	SRMs developed	SRMs printed and delivered to states and states deliver to LGEAs and schools

SRMs (Activity 2.2.3).	1	Support the conduct of 2017/18 Annual school census on data collection	ASC 2017-18 data collected	The coverage of the activity in PY4 includes the data collection for the 2018-19 academic session in all public and private schools.
	2	Support 2017/18 Annual school census data validation exercise	ASC 2017-18 data validated	The activity in PY4 includes the data validation exercise for the 2018-19 academic session in all public and private schools.
	3	Support 2017/18 Annual school census data entry exercise	ASC 2017-18 data collected entered and cleaned	The activity in PY4 includes the data entry exercise for the 2018-19 academic session in all public and private schools.
	4	Support 2017/18 Annual school census data dissemination exercise	ASC 2017-18 data disseminated and report generated	The Initiative will support data dissemination of the 2018-19 ASC exercise in Bauchi and Sokoto states.
	5	Conduct Access data base training for the 16 EMIS officers at the state and LGEA by STTA	Training completed, report developed with performance of EMIS officers and recommendations for future support	The Initiative will support the third phase of capacity building of the EMIS officers at the LGEA levels in Server Query Language (SQL) structure and analysis to aid decision making.

	6	Create a database for Non-formal learning centers with support from the central office	Database for NFLCs created	Support the Agency for Mass Education on the development of database for data capturing by the NFL agency in both states.
	7	Produce and distribute performance score card to the schools.	School report card produced	The 2018-19 ASC data will be used in producing score cards for use by the states
	8	MTSS quarterly target review meetings	MTSS quarterly meetings conducted	The quarterly review of the MTSS documents will be a continuous activity in PY4 of the project implementation.
	9	State adoption of the MTSS-SESOP for (2017-19)	MTSS-SESOP for 2017-19 stakeholders validation meeting conducted	The NEI Plus in collaboration with other IDPs in the state will support the planning of the MTSS
Develop, produce and distribute supplementary reading materials (Activity 2.2.4)	1	Provide AUN with technical support and illustrators to finalize supplementary materials	Materials finalized and ready for printing	Distribute and track EGR supplementary materials with support from the central office
	2	Conduct selection and validation workshops Hausa Supplementary Readers	Reviewed and validated materials	Finalize SRMs use and management framework and conduct orientation for SUBEBs and SAMEs

	3	Source English supplementary readers with appropriate illustrations	Samples of sourced readers compiled, printed and ready for adaptation workshop	Finalize SRMs use and management framework and conduct orientation for SUBEBs and SAMEs
	4	Hold writing workshops to adapt supplementary readers in English	Adapted versions and suitable non-adapted version of supplementary readers printed and ready for validation workshop	Finalize SRMs use and management framework and conduct orientation for SUBEBs and SAMEs
	5	Hold validation workshops for English supplementary readers	Workshops held in Sokoto and Bauchi to validate English supplementary readers	Finalize SRMs use and management framework and conduct orientation for SUBEBs and SAMEs
	6	Print, package and distribute supplementary readers (Hausa and English)	Not achieved	Package for schools and communities designed and distributed
	7	Conduct training on use of supplementary readers.		Support SUBEBs and LGTEAs to train teachers, center facilitators on the use and management of SRMs in schools, NFLCs and community reading centers

2.3 State and LGEFA systems for in-service training to teachers in public and NFLC classrooms in the use of the evidence-based reading materials improved and implemented

Collaborate with NCCE and COEs to develop pre-service EGR syllabi and instruction courses (Activity 2.3.1).	1	Conduct Quarterly Meeting with TEIs Pre-Service Working Group (PWG) on the EGR Pilot/ Rollout Program and Resource Room Utilization and Sustainability	Quarterly Meeting of PWG Conducted and reports written and disseminated	Quarterly Meeting of PWG Conducted and reports written and disseminated
	2	Support the TEIs to review the NCE Minimum Standards related to early grade reading instruction and NCE program.	An Outline of EGR Instructional Content to be Included in the NCE MS Developed	Done
	3	2.3.3.3 Support NCCE to lead workshops for TEIs to Develop EGR Instructional Content into other NCE courses to reflect evidence based reading approaches (e.g. Hausa language, primary methods etc.)	EGR Instructional Content Developed	Done
	4	Support NCCE to lead workshops to critique, revise, validate and approve the developed EGR Instructional Content into other NCE courses	EGR Instructional Content critiqued and validated	Done

	5	Support NCCE to conduct a workshop to review the monitoring and evaluation data from the pilot EGR course and provide recommendations	EGR pilot course report and recommendations reviewed	Done
	6	Present the EGR pre-service course recommendations to the NCCE Executive Secretary	Meeting conducted, recommendations presented and action points developed for finalization	Done
	7	Finalize the EGR pre-service course based on recommendations	Final EGR pre-service course syllabus and materials developed	Done
	8	Print sample copies of the EGR pre-service course materials	Sample copies printed for validation exercise	Done
	9	Support NCCE to introduce the validated EGR pre-service course to TEIs nationwide	Minutes of meetings and plan for introduction to TEIs	Ongoing activity
	10	Support NCCE to secure funding through TETFUND and other sources for the printing of the course materials	Minutes of meetings, evidence of funding requests and possible award of funding	Ongoing activity
	11	Disseminate the EGR pre-service course to the state RTWGs, TEIs and other stakeholders	EGR pre-service course presented to the states	Ongoing activity

	12	Train Teacher Educators (Sokoto and Bauchi) on approved EGR pre-service course.	Teacher Educators trained	Ongoing activity
	13	Train Teacher Educators on new EGR pre-service NCE minimum standards content (curriculum)	Teacher Educators trained	Ongoing activity
	14	Support NCCE to carryout routine monitoring of course implementation	NCCE supported to carry out their own routine monitoring activities	Ongoing activity
	15	Develop blended learning activities integrating ICT into the pre-service content (curriculum)	Digital activities created for the EGR pre-service course and content (curriculum)	Ongoing activity
Develop, validate and implement post Graduate Course on early grade reading for key federal and state officials (2.3.2)	1	Revise merit based application and selection process for second cohort of participants in post graduate course on EGR.	Selection process revised, applicant acceptance letters drafted	Completed
	2	Select and inform participants on their enrollment in the PG course	Acceptance letters sent to participants	Completed
	3	Hold face to face teaching sessions (Classes) in Abuja, Bauchi and Sokoto	PG Classes completed	Finalize second round of Post-Graduates Course

Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct. 2018 – Sept. 2019)	
Establish resource rooms for early grade reading in TEIs (Activity 2.3.3)	4	Hold a course finalization event in Abuja	Certificates presented to participants	Final Presentation and certificate ceremony on EGR graduate course
	5	Teaching Assistants support instruction of both cohorts	TAs complete instructional support	
	1	Support TEIs to establish EGR Resource rooms including, procurement, installation and utilization of ICT materials	Effective EGR Resource Room established and utilized	Support TEIs to sustain the EGR resource rooms and gather EGR resources that are already on campus and from other sources Support TEIs to establish ICT Enhanced EGR Resource rooms including installation and utilization of ICT materials

	2	Train and support the TEIs and NCCE on how to use, maintain, secure, source, and develop EGR Resource Room technology and do outreach to local schools.	Competent use of technology, appropriate sourcing and maintenance; outreach to local schools documented	Train and support the TEIs and NCCE on how to use, maintain, secure, source, and develop EGR resource rooms technology and do outreach to local schools. Support two (2) federal agencies to establish ICT enhanced EGR resource rooms including, installation and utilization of ICT materials Support NCCE to complete M&E of the Preservice Course
2.4 LGEA systems for monitoring/coaching in-service teachers in EGR instruction improved and implemented				
Collaborate with LGEAs and states to develop, improve, and implement EGR instruction, monitoring and coaching, including criterion-referenced tools and methods (Activity 2.4.1).	1	Update coaching and Mentoring Guide for School Support Officers and POAOs MTs. Using data from mentoring and coaching as well as some innovative practices on teacher professional development (EGR professional learning community)	Coaching Guide for EGR (Mu Karantal Let's Read!) reviewed printed	Support SUBEBs and LGEAs to revise the EGR (Mu Karantal Let's Read!) mentoring and coaching visit schedule with LGEAs (use POAOs and SSOs as coaches)

	2	Strengthen capacity of state and LGEAs quality assurance officers (SSOs, HOSS, HDQA, POAO, ESS etc.) on EGR implementation support and monitoring to all quality assurance officers at the state and LGA level Through workshops and mentoring	State and LGEA Quality Assurance officers' capacity strengthen	Support the SUBEB to deploy POAOs to visit and support SSOs on EGR (Mu Karantal Let's Read!) Implementation
	3	Support SUBEB and LGEAs to revise the EGR (Mu Karantal Let's Read!) mentoring and coaching visit schedule with LGEAs (use MTs and SSOs and FOS as coaches) and SAME	Coaching visit schedule revised	Support SUBEBs and LGEAs to revise the EGR (Mu Karantal Let's Read!) mentoring and coaching visit schedule with LGEAs (use POAOs and SSOs as coaches)
	4	Support SSOs with transport to conduct mentoring and coaching visits for one year (October 2017 to August 2018) this will be based on the performance records of the SSOs visits	9 months of stipend for SSOs	Not done
	5	Support the SUBEB to deploy MTs, SSOs and TOTs to visit and coach the teachers who have been trained on EGR (Mu Karantal Let's Read!) from primary schools and NFL Centers	Monitoring and support visits conducted, data analyzed and report produced	Support the SUBEB to deploy POAOs to visit and support SSOs on EGR (Mu Karantal Let's Read!) Implementation

	6	Strengthen the capacity of SSOs/ HTs on Leadership and school management through workshops, mentoring and professional learning communities for SSOs	School leadership and management training materials developed and SSOs and HTs trained	Support the SUBEB to deploy PQAOs to visit and support SSOs on EGR (Mu Karanta! Let's Read!) Implementation
	7	Support SUBEB to review the Teacher Professional Development (TPD) to ensure policies that support in-service, professional learning communities coaching and mentoring systems established under the Initiative.	Revised TPD program included in Policy dialogues	The activity will be conducted to ensure sustainability and state ownership of NEI Plus model in TRD policy guidelines utilization.
	8	Conduct training for SSOs on record keeping and routine data collection in schools link to	record keeping and routine data collection training integrated into leadership training	The NEI plus will continue the capacity development of the SSOs on routine data collection and record keeping in the PY4.
	9	Support state to review the existing Teacher Recruitment and Deployment Guidelines (TRD) with State and LGEA officials.	Revise TPD with emphasis on primary grades	The activity will be conducted to ensure sustainability and state ownership of NEI Plus model in policy utilization.

	10	Present the revised TRD document to BESC for policy consideration link to improved reading outcomes	Report of BESC on way forward	The activity will be conducted to ensure sustainability and state ownership of NEI Plus model in policy utilization.
	11	Coordinate monthly meetings (2 days) for the EMIS officers and the SSOs on data management and harmonization link to LGEA monthly coordination meeting	EMIS officers trained	The activity will be conducted in PY4 to promote monthly coordination platform for data management at the LGEA level.
	12	Quarterly system strengthening coordination meetings	Notes and outcomes of meetings	The unit will conduct the quarterly coordination meeting to review the progress and implementation of the unit work plan activity.
	13	Digitize Tools - Teacher Registration; Classroom Observation; Teacher Coaching and Mentoring; EGR Coaching Aid Resource; Teacher Ranking	Criterion Reference Coaching and mentoring Tools for data collection and teacher improvement Digitized	Procure tablets for scale-up piloting of digitized mentoring/ coaching and reporting of EGR implementation and monitoring

14	Procure tablets and devices Teacher Registration; Classroom Observation; Teacher Coaching and Mentoring; EGR Coaching Aid Resource; Teacher Performance	Tablets and devices procured and deployed	Procure tablets for scale-up piloting of digitized mentoring/coaching and reporting of EGR implementation and monitoring
15	Support SUBEB and MoEs to Train LGEAs EMIS officers, SSOs and HoSS, HDQA on Support and use of technology supported Digitized Coaching and mentoring tools content, data analysis and reporting	State Quality Assurance officer, EMIS officer, SSOs trained on Support and Use of tool	Update SSOs framework into the developed ICT materials to support instructional leadership at Cluster Learning Circles (CLCs) meetings

16	Support the state to Design EGR implementation data output reporting for analysis for all tools and Train State MOEs and LGEA data quality officers on analysis and reporting of data collected	Data routinely Collected, analyzed and reported by State and LGEA data quality officers	Implement scalable pilot for deployment of Mu karantai mobile based school monitoring, EGR classroom observation, coaching and mentoring activities
17	Develop ICT materials to support instructional leadership at Cluster Learning Circles (CLCs) Meeting	ICT materials to support Cluster Instructional Leadership Developed	Implement scalable pilot for deployment of Mu karantai mobile based school monitoring, EGR classroom observation, coaching and mentoring activities
Task (Activity Cluster)		Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct. 2018 – Sept. 2019)
18	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Deploy ICT materials to support Instructional Leadership for Cluster circle	ICT materials deployed to MTs and SSO/TOT at LGEA training
			Implement scalable pilot for deployment of Mu karantai mobile based school monitoring, EGR classroom observation, coaching and mentoring activities

19	Develop SMS/IVR Messaging to SSO/TOT/MTs on Support for Instructional leadership for Cluster groups	SMS/IVR messages Developed from cumulative feedback from School-Cluster School monitoring and coaching visit data.	Procure tablets and devices Scalable Pilot for Deployment of Mu Karanta Mobile based School Monitoring, EGR Classroom Observation, Coaching and Local Education Mentoring Activities
20	Deploy SMS/IVR Messaging to SSO/TOT/MTs on Support for Instructional leadership for Cluster groups at a Bi Monthly Schedule	SMS/IVR messages Developed from cumulative feedback from School-Cluster School monitoring and coaching visit data. Deployed and Monitored	Develop SMS/IVR messaging for SSOs/TOTs/MTs on support for Instructional leadership for cluster groups *** Deploy SMS/IVR bi-monthly messaging to SSOs/TOTs/MTs on support for Instructional leadership for cluster groups *** Update developed SMS/IVR messaging to SSOs/TOTs/MTs on support for Instructional leadership in cluster groups

1	Award early grade reading "certificates" to all In-service teachers/facilitators who are trained and have implemented EGR lessons fully with the pupils	Certificates awarded to teachers based on merit that includes attendance at trainings and school.	Award early grade reading "certificates" to teachers based on established criteria *** Develop with SUBEBs/LGEAs/ head teachers a plan for recognition of exceptional teachers (e.g. with perfect attendance) for award annually
2	Work with TRCN to include EGR data for teachers with specific training on EGR (Mu Karanta! Let's Read!)	Data of teachers trained on EGR sent	Develop with SUBEBs/LGEAs/ head teachers a plan for recognition of exceptional teachers (e.g. with perfect attendance) for award annually
3	Support state to develop a plan to recognize and award excellent EGR (Mu Karanta! Let's Read!) teachers / facilitators from Schools and NFLCs for 2018 award	Award plan developed and teachers identified	Develop with SUBEBs/LGEAs/ head teachers a plan for recognition of exceptional teachers (e.g. with perfect attendance) for award annually *** joint monitoring and supervision with SUBEBs and MoEs

	4	Develop locally based award systems for International literacy day, children's day, teacher's day fathers, mother tongue day etc. to award excellent teachers, students and parents and publicize local and state wide on radio and other media	Teacher awards presented to target LGEAs on an ongoing basis	Develop with SUBEBs/LGEAs/ head teachers a plan for recognition of exceptional teachers (e.g. with perfect attendance) for award annually
	5	Reach out to communities, private sector for prizes, etc.	Donation of prizes	Develop with SUBEBs/LGEAs/ head teachers a plan for recognition of exceptional teachers (e.g. with perfect attendance) for award annually
	6	Generate and review on quarterly basis motivational messaging SMS, videos and IVR at cluster and other related meetings	Motivational messages for Effective EGR teachers Developed, validated and disseminated	<p>Instructional leadership for cluster groups</p> <p>Deploy SMS/ IVR bi-monthly messaging to SSOs/TOTs/ MTs on support for Instructional leadership for cluster groups</p> <p>Update developed SMS/IVR messaging to SSOs/TOTs/ MTs on support for Instructional leadership in cluster groups</p>

	7	Conduct regular dissemination of Motivational Messages for effective EGR teaching	Motivational messages for Effective EGR teaching launched and disseminated regularly	<p>Instructional leadership for cluster groups</p> <p>Deploy SMS/ IVR bi-monthly messaging to SSOs/TOTs/ MTs on support for Instructional leadership for cluster groups</p> <p>Update developed SMS/IVR messaging to SSOs/TOTs/ MTs on support for Instructional leadership in cluster groups</p>
	1	Support SUBEB QAOs to conduct monthly review meetings with LGEAs and SSOs on the Classroom Observations, Mentoring and Coaching outcomes	Monthly review meeting conducted	<p>Conduct joint reading coordination meeting Abuja, Bauchi and Sokoto ***</p> <p>Conduct joint mid-year RTWG meeting Abuja, Bauchi and Sokoto</p>
		Provide professional support for teachers to adapt new behavior and instructional methods (Activity 2.4.3)		

	2	Pilot TLC and CLC record book in Bauchi and Sokoto	TLC and CLC record book piloted and finalized	Support the SUBEB to deploy PQAOs to visit and support SSOs on EGR (Mu Karantai Let's Read!) Implementation *** Quarterly review meetings with LGEAs QA staff & management on EGR (Mu Karantai Let's Read!) coaching and mentoring activities
	3	Support SUBEB to regularly monitor teacher learning circles TLCS and cluster learning circles CLCs using the developed record book for the meetings	TLC and CLC record book utilized	Support the SUBEB to deploy PQAOs to visit and support SSOs on EGR (Mu Karantai Let's Read!) Implementation *** Quarterly review meetings with LGEAs QA staff & management on EGR (Mu Karantai Let's Read!) coaching and mentoring activities

	4	Train SSOs on coaching and mentoring, TLCS and CLCs and follow-up, reporting, scheduling and using ICT to support teachers	SSOs trained on report writing, monitoring schedule development, and TLC and CLC support	Support the SUBEB to deploy PQAOs to visit and support SSOs on EGR (Mu Karantai Let's Read!) Implementation *** Quarterly review meetings with LGEAs QA staff & management on EGR (Mu Karantai Let's Read!) coaching and mentoring activities
	5	Develop SMS/IVR messaging for Teachers and Head teachers on EGR instructional Methods	Message Developed and tested with SUBEB, MOEs, Teachers/Head Teachers and SSO in at FGDs, Interviews.	Instructional leadership for cluster groups *** Deploy SMS/IVR bi-monthly messaging to SSOs/TOTs/MTs on support for Instructional leadership for cluster groups *** Update developed SMS/IVR messaging to SSOs/TOTs/MTs on support for Instructional leadership in cluster groups

	6	Disseminate Messages to Head teachers and Teachers at a bi Monthly Schedule per Term	Validated SMS/ IVR messages on New behavior and Instructional methods delivered to Head Teachers and Teachers using Mobile Technology	Instructional leadership for cluster groups *** Deploy SMS/ IVR bi-monthly messaging to SSOs/TOTs/ MTIs on support for Instructional leadership for cluster groups *** Update developed SMS/IVR messaging to SSOs/TOTs/ MTIs on support for Instructional leadership in cluster groups
	7	Support states and federal educators to participate in international education conferences to share best practices and collaborate internationally	Presentations/ papers developed and presented at International conferences. Reports from participants.	Participate in national conferences *** Participate in International Conferences (CIES) ***
2.5 State and LGEA systems for EGR assessment improved and implemented				
Collaborate with states and LGEAs to create item data banks and generate EGRA assessments (Activity 2.5.1).	1	Pilot testing and equating of the new EGRA instruments in Formal Schools and NFLCs	New EGRA instruments pilot tested and equated	No. Instead, EGRA tools will be revised to ensure they are gender-sensitive

Task (Activity Cluster)	Activities/outputs planned for Y3 (Oct. 2017 – Sept. 2018)	Outputs achieved during Y3 (Oct. 2017 – Sept. 2018)	Activities/outputs planned for Y4 (Oct. 2018 – Sept. 2019)	
	2	Conduct Public Forum for Sampling of Formal Schools and NFLCs for Initiative and Non-Initiative LGAs	EGRA sample schools and centers created in Initiative supported LGAs	Planned for 2018/2019
	3	Review of EGRA Assessors list for continuous EGRA implementation.	State level staff that were trained in EGRA identified	Planned for 2018/2019
	4	Identify additional Assessors for EGRA Administration	Additional Assessors for EGRA Administration Identified	Planned for 2018/2019
	5	Create/ review/ revise training plans for data collection.	Training plan created / reviewed	Planned for 2018/2019
	6	Training of Assessors on EGRA Administration	Assessors for EGRA Administration trained	Planned for 2018/2019
	7	Conduct 2nd Year In-take EGRA Post-test data collection in NFLCs	2nd Year In-take EGRA Post-test data collection in NFLCs conducted	Planned for 2018/2019
	8	Conduct Midline EGRA in Formal Schools in Cross sectional and Longitudinal samples from Mini EGRA	Midline EGRA conducted, Intermediate EGR intervention outcome determined	Not planned; however, a mini-EGRA will be conducted in each of the Initiative-supported LGAs. Target is 1 school per LGA for a total of 10 schools in each LGA

	9	Support State Partners to conduct training on Baseline EGRA in Non-Initiative LGAs in collaboration		Not Planned for 2018/2019
	10	Support State Partners to conduct Baseline EGRA Data collection in Non-Initiative LGAs	State Partners supported on State owned EGRA Administration	Not Planned for 2018/2019
Collaborate with LGAs to collect, analyze, and report EGRA results (Activity 2.5.2).	1	Conduct refresher training on EGRA Data Analysis and Reporting to State and LGEA partners	Refresher training on EGRA Data Analysis and Reporting conducted	Not Planned for 2018/2019
	2	Conduct Training on EGRA Data analysis and reporting to Non-Initiative LGAs stakeholders	Training on EGRA Data analysis and reporting to Non-Initiative LGAs conducted	Not Planned for 2018/2019
	3	Report EGRA Data for the Initiative and non-Initiative stakeholder according to reporting templates and schedule	EGRA data for the Initiative and non-Initiative stakeholder reported	Planned for 2018/2019
Collaborate with states and LGAs to develop and implement local education monitoring approach (LEMA) and report findings in order to inform fidelity of implementation (Activity 2.5.3).	1	Support State partners to conduct Schools Sampling for LEMA Administration	LEMA Sample Schools selected	Planned for 2018/2019. Schools will be sampled in each of the 10 Initiative supported LGAs in each State

	2	Training of State and LGAs partners (SSOs, EMIS Officers) on LEMA data collection	Training on LEMA data collection conducted	Planned for 2018/2019
	3	Support State partners to conduct LEMA data collection	LEMA data collection conducted	Planned for 2018/2019
	4	Support State partners to analyze and report LEMA data	LEMA data analyze and reported	Planned for 2018/2019
	5	Support State partners to disseminate LEMA findings	LEMA findings disseminated	Planned for 2018/2019
	6	Pilot the group administered literacy assessment (GALA) in selected schools in Bauchi and Sokoto. Analyze findings and determine implications for wider implementation	Report of Pilot with recommendations for scale up	Planned for 2018/2019. This will not be a pilot but full implementation of the GALA
Develop targeted research on factors affecting student attendance and reading performance in Hausa and English (Activity 2.5.4).	1	In collaboration with other TWGs and the central office, develop a research/learning agenda. Identify research priorities vis-à-vis existing evidence	Research and learning agenda developed. EGR support decisions are research-driven	Not planned for 2018/2019

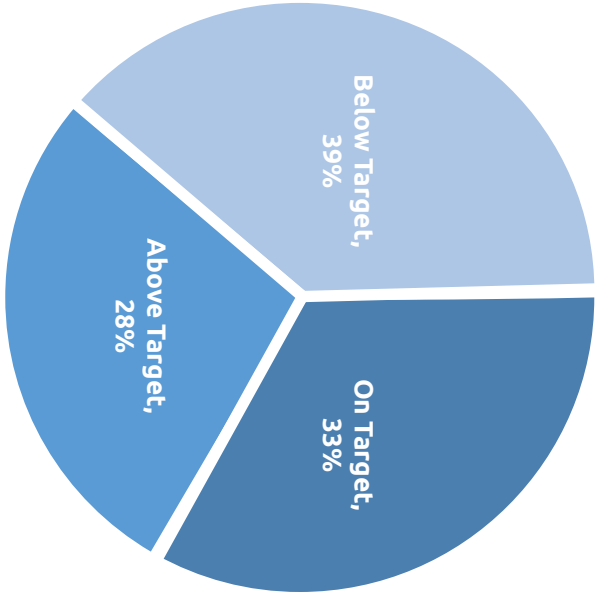
2	Develop a research plan (research questions, mechanisms for gathering data, budget allocations, staffing for analysis and reporting) with support from the central office	Research plan and budgets developed. EGR support decisions are research-driven	Not planned for 2018/2019
3	Support implementation of the research plan while collaborating with the central office	Research activity reports and findings. EGR support decisions are research-driven	Planned for 2018/2019, for research agenda that has already been identified and approved
4	Facilitate the dissemination of the findings with support from the central office and hold dialogues (policy and other) on outcomes	Minutes of meetings, workshop reports and recommendations for way forward based on research. EGR support decisions are research-driven	Planned for 2018/2019, for research agenda that has already been identified and approved
2.6 State and LGEA systems for extending evidence-based reading instruction to nontraditional, non-formal schools improved and implemented			
1	The Initiative to support States in conducting monitoring visits and conducting routine review of monitoring data and communicate findings to the state agencies and partners	EGR implementation in NFLCs and NFLCs is monitored	
Collaborate with agencies, states, and LGEAs to adapt EGR policies, timetables, and standards to the NFLCs context, including adapting reading materials for P1-P3 (Activity 2.6.1).			

2	NFLC materials are revised to incorporate EGR best practices and improve pupil book quality	Revised NFLC Hausa materials	Train MFs and MTs on coaching and mentoring towards EGR implementation in NFLCs
3	Adapt Let's Read! (P2-3 transition to English) for NFLCs	Transition to English materials developed	Train MFs and MTs on coaching and mentoring towards EGR implementation in NFLCs
1	Provide training and support for monitoring the application of the reading programs in IQTEs and NFLCs (Activity 2.6.2).	NFLC Management and CSO Reporting System developed, supervisors trained and monitoring schedules developed	Report based on evidence from NFLCs of implementation of evidenced based EGR adapted to NFLCs
2.7 State and local government accountability to the public for reading instruction increased			
1	Build capacity in CSOs to train PTAs and SBMCs/ CBMCs to provide EGR instructional support and monitoring (Activity 2.7.1)	Capacitate CSOs, SAME and SUBEB to train CBMCs, SBMCs, CCs, and Women group on EGR guide and monitor with support from the central office	CSO and state partner's capacity is improved to support instruction in EGR
1	Work with CSOs, LGEAs, PTAs, and SBMCs/CBMCs to implement community activities supporting EGR (Activity 2.7.2).	Support RAN to implement activities promoting early grade reading such as establishing reading corners in Schools and communities with Supplementary readers, reading competition, community reading centers, book drives, reading clubs, etc.	RAN implementing activities in the communities that promote EGR. Reports and records of activities and outcomes.
			Completed

9. PERFORMANCE, MONITORING AND EVALUATION PLAN

9.1 PMP Update

The PMEP reports on 26 indicators: On target: 11 indicators (79% of currently reportable). Below target: Three indicators (21% of currently reportable), one of these indicators had achieved 91% of the target. Reporting on 8 indicators will begin in Y3 while reporting on two indicators awaits ASC data release. Reasons why some targets were not met are explained in the Performance Data Table under the comments section.



	2	Dissemination and adoption of community reading charter	Local communities and partners carry out roles and responsibilities as defined in reading charter.	Completed
	3	Develop a monitoring plan for CSO monitoring local implementation of EGR programs; support CSOs in conducting monitoring visits including use of ICT in collecting data with support from the central office	CSOs are effective in supporting EGR through community-based activities	Completed
	4	Workshop to review progress of the implementation of community mobilization outreach programming	Workshop report on way forward and changes in approach based on evidence.	Not conducted due to late approval of project modified work plan
	5	Provide support to CSOs in conducting monitoring visits.	CSOs are effective in supporting EGR through community-based activities	Completed

9.2 PMP Targets and Actuals

Performance Monitoring Indicators and Quarterly Data Sources FY 2018

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
ES.1-3 Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance	Method: NFLC Enrollment Record and EMIS Record Review Data Source: NFLC Records, EMIS Unit of measurement: Number of learners Disaggregation: State, LGFA, sex, school type	Annually			89,950	564,200	654,150	609,626	107%	Formal schools' enrollment data is based on draft ASC data from Bauchi and Sokoto states. This may slightly differ from the main report data expected to be out in November/December 2018
NFLCs	Male	Bauchi			22,208					
Formal Schools	Female	Bauchi			22,742					
Formal Schools	Male	Bauchi			190,115					
Formal Schools	Female	Bauchi			161,418					
Formal Schools	Male	Bauchi			89,424					
Formal Schools	Female	Bauchi			250,842					

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments			
Custom 1: Number of learners entering the entry grade/year of the targeted educational opportunity (access)	Method: NFLC Enrollment Record and EMIS Record Review Data Source: NFLC Records, EMIS Unit of measurement: Number of learners Disaggregation: State, LGEA, sex, school type	Annually					89,950	222,489	312,439	365,695	85%	Formal schools' enrollment data is based on draft ASC data from Bauchi and Sokoto states. This may slightly differ from the main report data expected to be out in November/ December 2018	
		NFLCs	Male	Bauchi				22,208					
				Sokoto				23,893					
			Total males				46,101						
		Female	Bauchi				22,742						
			Sokoto				21,107						
			Total females				43,849						
		Formal Schools	Male	Bauchi				75,500					
				Sokoto				46,595					
			Total males				122,095						
		Female	Bauchi				62,655						
			Sokoto				37,739						
			Total females				100,394						

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments	
Custom 2: Number of primary or secondary school learners from underserved and/or disadvantaged groups benefiting from USG education assistance specifically targeted at reducing inequity	Method: NFLC Enrollment Record and EMIS Record Review Data Source: NFLC Records, EMIS Unit of measurement: Number of learners Disaggregation: State, LGEA, sex, school type	Annually			89,950	564,200	654,150	609,626	107%	Formal schools' enrollment data is based on draft ASC data from Bauchi and Sokoto states. This may slightly differ from the main report data expected to be out in November/December 2018	
NFLCs	Male	Bauchi			22,208						
		Sokoto			23,893						
		Total males			46,101						
	Female	Bauchi			22,742						
		Sokoto			21,107						
		Total females			43,849						
	Formal Schools	Male	Bauchi				190,115				
			Sokoto				123,243				
			Total males				313,358				
		Female	Bauchi				161,418				
			Sokoto				89,424				
		Total females				250,842					

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments									
Custom 4: Number of primary school learners in USG-assisted school's/ learning environments with staff and communities trained in safety awareness and promotion	Method: NFLC Enrollment Record and EMIS Record Review, locally defined criteria Data Source: NFLC Records, EMIS, locally defined criteria Unit of measurement: Number of learners Disaggregation: State, LGEA, sex, school type	Annually				296,002	296,002	89,640	330%	The target for this indicator was based on training only learning facilitators in NFLCs hence enrolment in NFLC was to be counted. However, the project also trained teachers in formal schools in Bauchi and head teachers in formal schools in Sokoto, hence learners in those schools had to be counted.									
											NFLCs	Male	Bauchi				19,904		
													Sokoto				23,886		
												Total males					43,790		
												Female	Bauchi				20,446		
													Sokoto				21,114		
												Total females					41,560		
											Formal Schools	Male	Bauchi				95,588		
													Sokoto				6,017		
												Total males					101,605		
												Female	Bauchi				104,699		
													Sokoto				4,348		
												Total females					109,047		

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
Custom 3: Percentage of students who, by the end of three grades of primary schooling (or equivalent), demonstrate that they can read and understand the meaning of English grade level text	Method: Sample, student test Data Source: Early Grade Reading Assessment (EGRA) Unit of measurement: Percentage of Learners Disaggregation: State, LGEA, sex, school type	Years 1, 3, 5						25%	25%	It appears targets will ambitiously and highly set. This is partly because at the time targets were being set, they were based on the draft standards and benchmarks report in 2017. Analysis of pupil performance towards set benchmarks in Malawi, Ghana, Egypt and Tanzania attest to the fact that the targets were highly set in the context of Northern Nigeria
	Formal Schools	Male	Bauchi				10.8%	10.8%	43.2%	
			Sokoto				4.5%	4.5%	18.0%	
		Female	Bauchi				6.7%	6.7%	26.8%	
			Sokoto				2.7%	2.7%	10.8%	
			Total				8.9%		35.6%	
		Total	Bauchi				8.9%		35.6%	
			Sokoto				3.8%		15.2%	

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
ES.1-1 Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade two with USG assistance	Method: Sample, student test Data Source: Early Grade Reading Assessment (EGRA) Unit of measurement: Percentage of Learners Disaggregation: State, LGEA, sex, school type	Years 1, 3, 5						25%	37%	It appears targets will ambitiously and highly set. This is partly because at the time targets were being set, they were based on the draft standards and benchmarks report in 2017. Analysis of pupil performance towards set benchmarks in Malawi, Ghana, Egypt and Tanzania attest to the fact that the targets were highly set in the context of Northern Nigeria
Formal Schools	Male	Bauchi				16.2%	16.2%		64.8%	
		Sokoto				4.9%	4.9%		19.6%	
	Female	Bauchi				9.4%	9.4%		37.6%	
		Sokoto				5.6%	5.6%		22.4%	
	Total	Bauchi				13.2%	13.2%		52.8%	
		Sokoto				5.2%	5.2%		20.8%	

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments				
ES.1-13 Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG	Method: Project Record Review Data Source: Data from project document Unit of measurement: Number of SBMCs/CMBCs Disaggregation: State, LG/EA	Quarterly					317	726	1043	664	The target of 664 was set based establishing approximately one CBMC per three NFLCs. However, it was observed that NFLCs were not close to each other as assumed, hence more CBMCs were formed. This was especially the case in Sokoto			
			Formal Schools	Male	Bauchi			188	267					
					Sokoto			129	459					
			Female	Bauchi										
		Sokoto												
		Custom 5: Number of CSO and local organizations mobilizing PTAs/ SBMCs and communities to support reading and/or access	Method: Record Review Data Source: Checklist, project documents Unit of measurement: Number of CSOs/ local organizations Disaggregation: State, LG/EA, CSO type	Quarterly					46	46		46	45	102%
					Number of CSO and local organizations mobilizing PTAs/ SBMCs and communities to support reading and/or access	Bauchi	23	23	23					
						Sokoto	23	23	23					

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments											
ES.1-5 Number of learners reached in reading programs at the primary level	Method: Project Record Review Data Source: Checklist, Data from project documents Unit of measurement: Number of learners Disaggregation: State, LGEA, sex, grade, school type	Quarterly			89,950	564,200	654,150	609,626	107%	Formal schools' enrollment data is based on draft ASC data from Bauchi and Sokoto states. This may slightly differ from the main report data expected to be out in November/December 2018											
											NFLCs	Males	Bauchi				22,208				
													Sokoto					23,893			
													Total Males					46,101			
												Females	Bauchi					22,742			
													Sokoto					21,107			
													Total Females					43,849			
											Formal Schools	Males	Bauchi					190,115			
													Sokoto					123,243			
													Total Males					313,358			
												Females	Bauchi					161,418			
													Sokoto					89,424			
													Total Females					250,842			

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
Custom 6: Percent of teachers using scripted lessons and other evidence-based reading instructional approaches, including appropriate formative assessment and homogeneous grouping	Method: Sample, observation, interview Data Source: SCOPE teacher observation tool, questionnaire Unit of measurement: Percent of teachers Disaggregation: State, LGEA, sex, grade, school type	Years 1, 3, 5					69.8	60%	116%	This data is based on non-timed classroom observation. Teachers observed practicing at least 70% of the recommended teaching practice are counted. The result shows that more teachers are following the teaching practice.
	Formal Schools					71.6%			119%	
	Bauchi									
	Sokoto					68.0%			113%	
	NFLCs	Bauchi Sokoto								
Custom 7: Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access)	Method: Document, record review Data Source: GON and state records, The Initiative program records Unit of measurement: Number of laws/policies Disaggregation: Federal, state, policy type	Annually						1	100%	This is based on the reading benchmarks and standards
	Govt. Level	Federal		0						
	State	Bauchi		1						
		Sokoto		1						

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
ES. 1-10 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	Method: Record Review		1,006,256	1,001,943	288,910	744	2,297,853	2,600,612	88%	Targets are based on formal schools' enrolment projections. This is likely to vary based on the actual during the time of procurement and distribution.
	Data Source: The Initiative records of materials delivered to each school									
	Unit of measurement: Number of teaching and learning materials									
	Disaggregation: State, LGEA, type, language									
	NFLCs	Bauchi	700	0	160,235	0				
		Sokoto	800	0	128,675	0				
	Formal Schools	Bauchi	607,045	589,578	0	744				
		Sokoto	397,711	412,365	0	0				

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Perfor- mance	Comments				
ES. 1-6 Number of primary or secondary school educators who complete professional development activities with USG assistance	Method: Record Review Data Source: Attendance records from teacher trainings Unit of measurement: Number of teachers Disaggregation: State, LGEA, sex, grade, teacher type, school type	Quarterly					1,859	1255	3,114	1793	174%	The target of 1973 was based on training only learning facilitators. However, teachers were trained in formal schools in Sokoto using the States funding but with technical support from the Initiative. Additionally, the project also trained teachers in formal schools in Bauchi and head teachers in formal schools in Sokoto in safety awareness and conflict sensitivity.		
		Formal School - Teachers	Bauchi	Male					329					
				Female					202					
		Sokoto	Male					206						
			Female					127						
		Formal School - Head Teachers	Bauchi	Male										
				Female										
		Sokoto	Male						38					
			Female						3					
		NFLC Instructors	Bauchi	Male					741					
				Female					102					
		Sokoto	Male						634					
			Female						49					

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
Custom 8: Number of LGEAs using criterion-referenced classroom monitoring and coaching to support and monitor early grade reading instruction	Method: Survey, observation	Quarterly				20	20	20	100%	
	Data Source: Survey of LGEAs, survey of head masters									
	Unit of measurement: Number of LGEAs									
	Disaggregation: State, LGEA									
	Number of LGEAs									
		Bauchi				10				
		Sokoto				10				

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
ES. 1-9 Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance	Method: Record Review Data Source: Attendance records from teacher trainings Unit of measurement: Number of teachers Disaggregation: State, LG/EA, sex grade, teacher type, school type	Quarterly		30	843	1,255	2,128	1,793	119%	The target of 1973 was based on training only learning facilitators. However, however mentor facilitators, teachers in Bauchi and head teachers in Sokoto were also trained.
	Num-ber of formal school teachers	Bauchi	Male				329			
			Female				202			
		Sokoto	Male							
			Female							
		Bauchi	Male							
			Female							
		Sokoto	Male				38			
			Female				3			
		Bauchi	Male					741		
			Female					102		
	Number of NFLC instructors	Sokoto	Male					27		
			Female					3		

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
Custom 9: Number of LGEAs assessing early grade reading outcomes per established M&E requirements (at least every two years)	Method: Record Review, survey Data Source: Survey of state/LGEA officials; project records Unit of measurement: Number of states/LGEAs Disaggregation: LGEA, type of assessment	Annually	0	0	0	0	0	20	0%	Unfortunately, none of the States has adopted to implement EGRA on their own. States will however commence conducting activities around this indicator in PY 4 through the GALA.
	Number of LGEAs		0	0	0	0				
		Bauchi State Sokoto State								
No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
ES. 1-12 Number of education administrators and officials who complete professional development activities with USG assistance	Method: Record Review Data Source: Program records; oversight committee records Frequency: Annually Unit of measurement: Number of teachers Disaggregation: State, LGEA, school type	Quarterly								Target for this indicator was highly set. The assumption was based on training all SSOs, men-for facilitators and other government officials. However, this target is still high considering the number of available Government officials in both Sokoto and Bauchi combined
	Number of Administrators	Bauchi								
		Male					42	212		
		Female					5	31		
		Sokoto					67	38		
		Male								
		Female					8	3		

No. Indicator	Method, Data Source, Frequency	Frequency	Quarter 1	Quarter 2	Quarter 3	Quarter 4	PY3 Actual	Target for PY3	Performance	Comments
Custom 10: Percentage of costs of teacher and learning materials procured and distributed by GON	Method: Record review Data Source: State budgets; SEA report; NEI Plus Budget	Annually	0	0	0	0	0	30%	0%	Still awaiting data on procurement of TLM from the states
	Unit of measurement: Percentage of costs Disaggregation: State									
	Percentage of Costs	Bauchi Sokoto	0 0	0 0	0 0	0 0				

USAID- trained teacher transforms lives in rural Nigeria



SOKOTO—Thirty-one-year-old Ezedike Nwabueze Fredrick walks down a narrow path to the school building and turns to wave at a group of women who greet him in Hausa as the “teacher that owns the school.” Fredrick smiles, asks one of the mothers about her son who was absent from school the day before and promises to pay the student a visit.

Fredrick is from Lagos but could pass for a local celebrity in the sleepy community of Kofar Giwa in the Wurno local government area. His ticket to fame was volunteering as a teacher in Aisha Gumba Memorial Islamic School after serving in a year-long youth program that requires Nigerian graduates to use their skills to support the development of the country.

A retired police officer had opened the Kofar Giwa school in 2013 when he realized many families would not send their children to the public school several miles away from the community because of the distance. He heard of Fredrick’s teaching and asked him to volunteer in the school.

“I was happy to teach here,” says Fredrick. “I saw it as an opportunity to impact the lives of these children. Many of them were not even attending school. I had to convince their parents to let them come and when we started they could not read or write anything.”

A year after he joined the school, in 2016 Fredrick was selected as one of approximately 7,000 teachers to be trained by the U.S. Agency for International Development’s Northern Education Initiative Plus on an early grade reading program called Let’s Read! (Mu Karantai in Hausa). The program teaches children to read in Hausa in first grade and builds their skills to transition to English by third grade.

Fredrick had to overcome a learning curve himself during the program. He was a graduate of Pure and Applied Physics with no formal training in education. Having lived most of his life in western and southern Nigeria, he could not read or write in Hausa, the dominant language in the north.

“I used these impediments as a learning opportunity,” he says. “The Hausa Reading textbooks helped me learn how to read and write in Hausa. The teacher guides also directed me on how to structure my lessons and plan adequately ahead of time.”

So how does a teacher who cannot speak, read or write Hausa fluently teach children in the language? “It made teaching fun. I was not afraid to ask the children for help with pronunciations and meanings of words and so we learned together,” he explains.

In his spare time, Fredrick enjoys farming. To appreciate his good work, the community gave him a piece of land where he grows garlic, rice and onions. He harvests the produce and sells it in the market to big traders. But teaching remains his first love.

“I feel responsible for these children and I want them to have the same quality of education I had growing up in a big city and attending private schools,” he says.

Fredrick does not seem to miss city life. He goes months without visiting the Sokoto township and is not in a hurry to return to Lagos. “I am here to stay and build this place,” he says.

His wish is that the Sokoto state government will expand and sustain the activities of USAID’s Northern Education Initiative Plus project in schools so many more teachers and children can benefit from the reading intervention.

“I enjoy the books, I love the stories and poems because they allow me to play with the children. I am able to come to their level

and experience their world through these books,” he says.

In partnerships with more than 100 international and local reading specialists, the project developed 30 individual reading materials, including teacher guides and student books with 750 lessons that contain colorful and detailed illustrations and stories that communicate local cultural norms and values—but also encourage children to think critically.

To date, the five-year project has distributed more than 4 million reading textbooks to students and teachers, opening new doors for about 400,000 children in Northern Nigeria to improve their basic literacy skills. For Fredrick’s students, his hands-on approach and dedication to teaching is evident.

“I love how my teacher teaches us,” says eight-year-old Muazu Abubakar, one of Fredrick’s pupils learning to read in Hausa and English. “He plays with us during lessons and even if we laugh at the way he pronounces some Hausa words, he does not mind. We learn together.”

In this environment, surrounded by his young students, Fredrick does not feel pressured to get a corporate job. He believes all his dreams can be achieved in Kofar Giwa community as a teacher.

“They say a teacher’s reward is in heaven but I get my reward on a daily basis when I see my children learn to read new words,” he says.

Annex A: Trainet Report**PY3 Q1**

Training Title	Female	Male	Total	Coordinating Unit	Training Venue	State	Sub IR	Start Date	End Date	Duration (Days)
Intensive Training of Assessors for EGRA Baseline in NFLCs for PY2	14	61	75	MEAR	Chartwell Hotel	Bauchi	2.4.2	07/11/17	13/11/17	7
Intensive Training of Assessors for EGRA Baseline in NFLCs for PY2	15	68	83	MEAR	Dankani Guest Hotel	Sokoto	2.4.2	16/10/17	22/10/17	7
Training of Data Collectors on Time on Task Study	7	13	20	Reading	Dankani Guest Hotel	Sokoto	2.1.6	30/10/17	31/10/17	2

PY3 Q2

Training Title	Female	Male	Total	Coordinating Unit	Training Venue	State	Sub IR	Start Date	End Date	Duration (Days)
2-day Mentoring And Coaching for Ownership and Sustainability	4	20	24	Access and Fragility	Other	Bauchi	1.2.2	20/03/2018	21/03/2018	2
Advocacy Training of Trainers	2	5	7	Community Mobilization / Capacity Development	Other	Abuja	1.5.2	20/02/2018	22/02/2018	3
Pre - ASC Planning and Engagement (Record Keeping Training for Head Teachers)	5	51	56	System Strengthening	Other	Sokoto	2.2.3	26/03/2018	27/03/2018	4
Refresher Training for Master Trainers on NFLC Management Skills	3	27	30	Access and Fragility	Other	Other	1.1.4	15/03/2018	16/03/2018	2
Support Bauchi state to conduct LEMA training	5	67	72	MEAR	Hazibai Suites	Bauchi	2.4.3	13/03/2018	16/03/2018	4
Support State Government in Conducting Training on LEMA Data Collection	17	81	98	MEAR	Sokoto Guest Inn	Sokoto	2.4.3	13/03/2018	16/03/2018	4

SWG Orientation and Training Workshop on Framework Development	0	23	23	System Strengthening	Other	Bauchi	2.4.2	21/03/2018	22/03/2018	2
Training on Classroom and NFLC Mentoring and Monitoring Tools	4	30	34	Access and Fragility	Other	Other	1.4.2	12/02/2018	14/02/2018	3

PY3 Q3

F	M	Total	Coordinating Unit	State	Start Date	End Date	Duration (Days)
2-Day Refresher Training for NFLC Master Trainers							
5	35	40	Access and Fragility	Abuja	11 April 2018	12 April 2018	2
Conduct 6 days Training for New LEs on Curriculum Classroom Record and Mobile Money							
71	928	999	Access and Fragility	Sokoto	21 April 2018	25 April 2018	5
Conduct 5 days Training for New LEs on Learning Materials and Model							
134	893	1027	Access and Fragility	Bauchi	30 April 2018	04 May 2018	5
Support Scheme Organizers Step Down Training on Coaching and Mentoring in NFLCs							
12	102	114	Access and Fragility	Bauchi	21 June 2018	22 June 2018	2
Train Data Managers and Clerks (SEA IV)							
0	9	9	System Strengthening	Zamfara	08 May 2018	14 May 2018	7
State Education Account Training For Data collection							
1	28	29	System Strengthening	Bauchi	12 April 2018	14 April 2018	3
Capacity Building Training for EMIS officers (Access and UIS)							
0	15	15	System Strengthening	Sokoto	26 June 2018	29 June 2018	4
SEA IV training of Data Collectors and Data Collection Field Work							
1	22	23	System Strengthening	Sokoto	17 April 2018	20 April 2018	4

PY3 Q4

Training Title	Male	Female	Total	Coordinating Unit	Training Venue	State	Duration	Start Date	End Date
2-day training for head teacher and Learning facilitators on safety	1467	430	1897	Access and Fragility	Access Cluster	Bauchi	2 Days	12 July 2018	13 July 2018
Conduct 2-day training for master trainers, SSOs, AEOs on raising safety awareness for teachers, head teachers and facilitators	130	19	149	Access and Fragility	-	Bauchi	2 Days	09 July 2018	10 July 2018
Conduct Refresher EGRA Data Analysis and Reporting Training Bauchi	24	3	27	MEAR	Chartwell Hotel	Bauchi	5 Days	17 September 2018	21 September 2018
-Pre-service training and quarterly meeting	43	15	58	Reading	COE Azare	Bauchi	5 Days	23 July 2018	27 July 2018
Capacitate CSOs, SAME and SUBEB to train CBMCs, SBMCs, CCs and Women Group in EGR and Monitoring	252	31	283	Community Mobilization / Capacity Development	Community Location	Sokoto	5 Days	24 September 2018	28 September 2018
Conduct 6-day training for new LFs on Curriculum, Classroom record and Mobile Money	496	51	547	Finance	-	Sokoto	6 Days	09 July 2018	10 July 2018
Conduct refresher training on EGRA Data Analysis and Reporting to State and LGEA partners	34	0	34	MEAR	Grand Ibro Hotel	Sokoto	5 Days	10 September 2018	14 September 2018
Training of Assessors on EGRA Midline Administration	110	23	133	MEAR	-	Sokoto	5 Days	16 July 2018	21 July 2018

Annex B: Reports and studies submitted during reporting period

Northern Education Initiative Plus Reports and Deliverables				
Name of Deliverable	Date Submitted to COR	Submitted by Whom	Status	Notes
Trip Report Emily Brown (September 18 - 29, 2018)			Pending	
Trip Report Joy du Plessis (August 25 - September 1, 2018)			Pending	
Trip Report Susan Ross (August 25 - September 2, 2018)			Pending	
Trip Report Marina Yálon (August 25 - September 1, 2018)			Pending	
Trip Report Semere Solomon (August 25 - September 1, 2018)			Pending	
Trip Report Kristi Fair (August 25-September 1, 2018)			Pending	
Trip Report Daniel Lavan (June 23-30, 2018)			Pending	
Trip Report Adrienne Barnes and Marion Fesmire (September 22 - October 2, 2018)		Nurudeen Lawal	Under Review	

Trip Report Carl Vosloh (August 25 - September 1, 2018)	Nurudeen Lawal	Under Review	
Trip Report Adrienne Barnes (July 7-August 18, 2018)	Nurudeen Lawal	Under Review	
Trip Report Marion Fesmire (July 7-August 18, 2018)	Nurudeen Lawal	Under Review	
Trip Report Adrienne Barnes (August 27-31, 2018)	Nurudeen Lawal	Under Review	
Trip Report Lonna Milburn (August 12-21, 2018)	Nurudeen Lawal	Under Review	
Trip Report Deepika Chawla (August 5 - 12, 2018)	Nurudeen Lawal	Under Review	
Trip Report Maria Luces (August 25-September 3, 2018)	Nurudeen Lawal	Under Review	
Trip Report Robert Arsenault (August 55-September 3, 2018)	Nurudeen Lawal	Under Review	
Trip Report Ivan Monge (August 15-September 10, 2018)	Nurudeen Lawal	Under Review	

NEI Plus Accruals Report FY'18 Q4	9/13/2018	James Statman	Submitted	
Circulars Distributed to Schools	8/6/2018	James Statman	Submitted	
PY3 Q3 Report	7/30/2018	James Statman	Submitted	
NEI Plus DevTech Site Visit Report	7/25/2018	James Statman	Submitted	
Trip Report Brendan McGurk (February 5-10, 2018)	7/3/2018	James Statman	Submitted	
Trip Report Paul Newall (April 9 - 13, 2018)	7/3/2018	James Statman	Submitted	
Trip Report Stephanie Kumah (March 7 - 21, 2018)	7/3/2018	James Statman	Submitted	
Trip Report Maria Luces (February 11 - 25, 2018)	7/3/2018	James Statman	Submitted	
Meeting Synopsis with Federal Ministry of Education	6/28/2018	James Statman	Submitted	
Trip Report Deepika Chawla (June 2-12, 2018)	6/26/2018	James Statman	Submitted	

Trip Report Adrienne Barnes (April 9 - 25, 2018)	6/20/2018	James Statman	Submitted	
Trip Report Donald Mitchell (March 4 - April 13, 2018)	6/20/2018	James Statman	Submitted	
Trip Report Semere Solomon (April 22 - May 4, 2018)	6/20/2018	James Statman	Submitted	
Trip Report Olakunle Odomosu Bauch (April 11 - 15, 2018)	6/20/2018	James Statman	Submitted	
Trip Report Olakunle Odomosu Sokoto (April 16 - 21, 2018)	6/20/2018	James Statman	Submitted	
Trip Report Simon James (April 10 - 26, 2018)	6/20/2018	James Statman	Submitted	
NEI Plus Accruals Report FY'18 Q3	6/14/2018	James Statman	Submitted	
Trip Report Norma Evans (May 6 - 13, 2018)	6/13/2018	James Statman	Submitted	
Trip Report Arthur Muchajer (May 21 - 25, 2018)	6/6/2018	James Statman	Submitted	
Trip Report Tim Haskell (January 22-26, 2018)	5/6/2018	James Statman	Submitted	

Trip Report Mark Hamilton (January 20 – February 9, 2018)	5/6/2018	James Statman	Submitted	
Trip Report Adrienne Barnes (April 9 - 25, 2018)	5/5/2018	James Statman	Submitted	
Trip Report Nancy Clark-Chiarelli (January 27 - February 3, 2018)	5/5/2018	James Statman	Submitted	
Trip Report Mark Hamilton (March 5 - 29, 2018)	5/5/2018	James Statman	Submitted	
PY3 Q2 Report	4/27/2018	James Statman	Submitted	
NEI Plus Accruals Report FY'18 Q2	3/8/2018	James Statman	Submitted	
Trip Report Adrienne Barnes (January 22 – 26, 2018)	2/13/2018	James Statman	Submitted	
Trip Report Charlie Graziano (January 22 – 26, 2018)	2/13/2018	James Statman	Submitted	
Trip Report Stephanie Kumah (January 16 - 27, 2018)	2/13/2018	James Statman	Submitted	
Trip Report Mark Hamilton (December 2 - 21, 2017)	2/1/2018	James Statman	Submitted	

Trip Report Nancy Clark-Chiarelli (October 24 - November 20, 2017)	2/1/2018	James Statman	Submitted	
Trip Report Ana Marty (December 8 - 14, 2017)	2/1/2018	James Statman	Submitted	
Revised CIES 2018 Participation Table	2/1/2018	James Statman	Submitted	
PY3 Q1 Report	1/29/2018	James Statman	Submitted	
Revised PMP	1/12/2018	James Statman	Submitted	
Revised Technical Proposal	1/12/2018	James Statman	Submitted	
Trip Report Jen Kennedy (October 29 - November 21, 2017)	12/29/2017	James Statman	Submitted	
Trip Report Joy du Plessis (October 28 - December 12, 2017)	12/29/2017	James Statman	Submitted	
Trip Report Adrienne Barnes (December 6 - 16, 2017)	12/29/2017	James Statman	Submitted	
Trip Report Marion Fesmire (December 6 - 16, 2017)	12/29/2017	James Statman	Submitted	

NEI Plus Accruals Report FY'18 Q1	12/11/2017	James Statman	Submitted	
Trip Report Nancy Clark-Charelli (August 8 - September 23, 2017)	11/22/2017	James Statman	Submitted	
Trip Report Ziad Abi Abdallah (October 15-26, 2017)	11/21/2017	James Statman	Submitted	
Trip Report Susan Ross (August 18 - September 4, 2017)	11/21/2017	James Statman	Submitted	
Trip Report Marion Fesmire (November 1 -15, 2017)	11/21/2017	James Statman	Submitted	
Trip Report Adrienne Barnes (November 1 -15, 2017)	11/21/2017	James Statman	Submitted	
Trip Report Ana Marty (November 6 -16, 2017)	11/21/2017	James Statman	Submitted	
Policy Brief Learning to Read in Hausa and				
the Transition to English	11/5/2018	James Statman	Submitted	

Policy Brief Improving the Teaching of Early Grade				
Reading & the Transition to English	11/5/2018	James Statman	Submitted	
Policy Brief Providing Enough Instructional Time				
for Children to Learn to Read	11/5/2018	James Statman	Submitted	
Pan African Literacy for All Conference Abuja 2017	10/30/2017	James Statman	Submitted	
PALFA Conference: Plenary and Breakout Sessions	10/30/2017	James Statman	Submitted	
Proposal for the 10th Pan-African Literacy for All Conference	10/30/2017	James Statman	Submitted	
Trip Report Adrienne Barnes (October 6 – 17, 2017)	10/30/2017	James Statman	Submitted	
Trip Report Marion Fesmire (October 6 – 17, 2017)	10/30/2017	James Statman	Submitted	

Trip Report Joy du Plessis (August 19 - September 19, 2017)	10/30/2017	James Statman	Submitted	
NEI Plus PY2 Annual Report	10/23/2017	James Statman	Submitted	
Trip Report Adrienne Barnes (August 16 - September 17, 2017)	10/18/2017	James Statman	Submitted	
Trip Report Marion Fesmire (August 16 - September 17, 2017)	10/18/2017	James Statman	Submitted	
Trip Report Simon James (August 20 - September 5, 2017)	10/18/2017	James Statman	Submitted	
Trip Report Jen Kennedy (August 20 - September 16, 2017)	10/18/2017	James Statman	Submitted	
CECA GA Sept 2017	10/16/2017	James Statman	Submitted	



Annex C: Financial Report

Line Item	5 Year Budget	Previous PD - FY17 Q4		Current PD - FY18 Q1			Total actual + accrued + projected
		actual through Aug 2017	projected Sept 2017	projected Oct 2017	projected Nov 2017	projected Dec 2017	
SALARIES AND WAGES	13,817,305	2,097,894	106,730	130,521	129,614	126,972	2,591,731
FRINGE BENEFITS	5,216,005	804,361	41,217	50,734	50,371	49,314	995,996
ALLOWANCES	5,951,599	1,204,473	30,301	41,229	41,229	41,229	1,358,462
CONSULTANTS	404,716	299,403	3,212	4,195	4,195	4,195	315,199
TRAVEL, TRANSPORTATION, AND PER DIEM	801,617	561,766	14,403	7,854	12,442	7,962	604,427
EQUIPMENT AND SUPPLIES	2,039,472	885,351	3,110	8,996	8,996	8,996	915,449
SUBCONTRACTS	33,774,874	7,936,678	915,705	257,779	387,526	450,369	9,948,057
SUBGRANTS	8,000,000	936,751	184,331	31,111	247,360	31,111	1,430,664
PARTICIPANT TRAINING	12,463,624	3,557,590	910,376	230,510	230,510	230,510	5,159,495
SECURITY COSTS	1,140,000	171,643	8,846	8,846	8,846	8,846	207,026
OTHER DIRECT COSTS	5,816,246	1,106,438	37,911	63,658	60,322	60,322	1,328,650
TOTAL DIRECT COSTS	89,425,459	19,562,348	2,256,141	835,431	1,181,409	1,019,826	24,855,154
INDIRECT COSTS	22,175,775	4,763,488	461,397	227,030	251,839	261,079	5,964,832

TOTAL ESTIMATED COST	111,601,234	24,325,836	2,717,538	1,062,461	1,433,248	1,280,904	30,819,987
FIXED FEE	5,898,068	1,155,581	143,935	836,053	1,186,356	1,020,448	4,342,372
TOTAL	117,499,302	25,481,417	2,861,472	1,898,514	2,619,604	2,301,352	35,162,359

